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ABSTRACT

This is the report of a project designed to bring a coordinated service program to rural disadvantaged by providing career cluster workshops for youth and marriage and family counseling for families. In the first of three chapters the summary, purpose, objectives, rational, and literature review are presented. Two project purposes are to assess the vocational interests and needs of the educationally, economically, and physically disadvantaged and accordingly to make recommendations to service agencies. The literature review is oriented toward discovering rural needs. Chapter 2 discusses project procedures such as the work evaluation referral system and the evaluation instruments (Singer simulated tasks and psychometric tests). Also included are reports on a school administrators' and counselors' program orientation meeting emphasizing the need for career cluster workshops for secondary youth, the career cluster workshops, and the marriage and family counseling program. The final chapter is devoted to program findings, evaluations, and recommendations. For example, the first part of the chapter focuses on high school counselors' evaluations of the program's benefits to their students. The final and major portion of the publication contains fifteen appendixes including career cluster workshop curriculum, survey and followup, a description of communications in healthy family relationships, and case studies. (CSS)

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Final Report

Project No. 19-038-151-195

WORK EVALUATION FOR ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED FAMILIES OF BARRON COUNTY

Conducted by

Esther Brown

CENTER FOR VOCATIONAL, TECHNICAL
AND ADULT EDUCATION
UNIVERSITY OF WISCONSIN-STOUT
Menomonie, Wisconsin

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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June 30, 1975

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To the members of the Barron County Project staff - Mr. LaVerne Iverson, Leader; Mrs. Betty Tasker, Home Management Specialist; and Mrs. Phyllis Campbell, Secretary--a very special "thank you" for the constant help and counsel given during the operation of the project.

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The coordinator is particularly grateful to the following school personnel of the Barron County area, without whose cooperation, the project would have been an impossibility:

Barron High School

Mr. Richard Olson, District Administrator
Mr. John Schieffer, Principal
Mr. William G. Maurina, Vocational Coordinator, Barron Area Schools
Mr. Milan Brecka, Counselor
Mr. Ray White, Counselor
Mr. George Petrangelo, Vocational Counselor

Birchwood High School

Mr. Richard Thompson, District Administrator
Mr. James Landes, Principal

Cameron High School

Dr. Armin Block, District Administrator
Mr. James Gehrke, Principal
Mr. Bob Eggleston, Counselor

Chetek High School

Mr. Robert R. Crase, District Administrator
Mr. Jim Pfaff, Counselor
Mr. George Petrangelo, Vocational Counselor

Clayton High School

Mr. Charles Oberstar, District Administrator
Mr. William Anderholm, Principal

Clear Lake High School

Mr. Ray H. Smith, District Administrator
Mr. Jack Allen, Principal

Cumberland High School

Mr. Francis Peichel, District Administrator
Mr. Anthony DiSalvo, Principal
Mr. Lee Dosch, Counselor

Prairie Farm High School

Mr. William Vincent, District Administrator

Rice Lake Senior High School

Mr. Louis M. King, District Administrator
Mr. Willard Swanson, Principal
Mr. Bruce Tasker, Guidance Director
Mrs. Helen Johnson, Counselor

Turtle Lake High School

Mr. Olaf Pederson, School Administrator
Mr. Larry Oftedahl, Counselor

Last, but not least a "thank you" to the Wisconsin Board of Vocational, Technical and Adult Education staff. Dr. Donald Brill and Mr. Merle Bodine for their foresight to provide funds and their assistance to the project.

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CHAPTER I

Introduction, Summary, Purpose and Objectives

Introduction

Barron County, a sparsely populated rural county in Northwest Wisconsin was identified as an appropriate pilot county in which to develop a "Home and Community Model for Lifetime Education." A survey of the county made by the Human Services Systems, Inc. of Madison, Wisconsin revealed that 22.6 percent of the 10,000 families in the county were living on incomes below the $3000.00 poverty level established as National Standards.[1] These families were identified as disadvantaged and became the target population of a project known as the Barron County Project. The basic premise of the Barron County Project was "to concentrate all services available to the disadvantaged into a massive, singular, coordinated effort, linking totally comprehensive educational opportunities with the entire spectrum of life support resources. Its design would envision the development of a life-long educational delivery system for all people of all ages, regardless of needs, drawing vital assistance from all supportive agencies for making the program functional."[2]

The Barron County Project defined a disadvantaged individual as "one who does not have suitable employment, who is either a school dropout, a member of a minority group, under 22 years of age, 45 years of age or over, or handicapped." The project states that "a disadvantaged individual or family is also one whose income falls below the national norm for family size of equal numbers. In essence, it would include virtually any individual or family whose lack of education deters him from raising his own standard of living or that of his family."[3]

The Center for Vocational, Technical and Adult Education, UW-Stout, wrote a project to supplement the thrust of the Barron County Project. Stout's project was designed to provide work evaluation for a sample of the disadvantaged persons in Barron County as an aid to identifying their vocational interests and needs. Stout's project was titled "The Barron County Sub-Project," and made its contacts with the disadvantaged individuals and families through the Barron County Project.

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[1] Barron County Project, "A Delivery System for Lifetime Education" - Rice Lake, Wisconsin, January, 1972, p. 10.

[2] Ibid, Preface.

[3] Ibid, p. 10.

The Barron County Sub-Project remodeled a 12' x 70' mobile office unit into a "Work Evaluation Service Unit," equipped with 15 Singer evaluation programs. The unit was used less than one month before the termination date of the project. UW-Stout wrote a second project to continue the exploration of work evaluation as a tool in assessing the vocational interests and needs of disadvantaged families and individuals. The second project was entitled Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. For all practical purposes, the new project continued to be referred to as the Barron County Sub-Project.

Project Staff

Mrs. Esther Brown, Coordinator - half time
Mrs. Lynn Taylor, Work Evaluator - full-time
Mrs. Barbara Yeast, Marriage and Family Counselor - two-thirds time
Mr. Gary Yeast, Marriage and Family Counselor - one-third time
Miss Sheila Turner, Work Evaluation Secretary - half-time

Summary

The project, Work Evaluation for Economically and Educationally Disadvantaged Families carried on the major thrust of the Barron County Sub-Project through the "Work Evaluation Service Unit" which was equipped and operated in conjunction with the Barron County Project. Eighty-five individuals were referred to the "Work Evaluation Service Unit" for the assessment of vocational interests and needs. The district administrators of the ten schools serving Barron County students were contacted by telephone, by a personal visit, and by letter, to introduce the concept of work evaluation as a valuable tool in the assessment of vocational interests and needs of secondary students.

A meeting was held for secondary counselors and school administrators to explain the benefits and use of the information generated on individuals through the "Work Evaluation Service Unit."

School administrators and counselors were called together to discuss the need for and support of career cluster workshops for secondary youth.

Thirteen career cluster workshops were conducted during June, 1975, by the Wisconsin Indianhead Technical Institute-Rice Lake Campus for 135 secondary school youth of the Barron County area.

Thirty families, representing 129 individual members, were given assistance in the resolution of their relationship problems by a team of marriage and family counselors.

Purpose

The purpose of this project was to assess the vocational interests and needs of a sample of the identified educationally, economically and physically disadvantaged families or family members in Barron County, make recommendations to the agencies who can provide services for these people, follow-up the participants to determine the impacts of the assessment, aid counselors in using the data generated through the work evaluation inventory, assist in providing early childhood education for mothers of the families and investigate the feasibility of providing a sheltered workshop for persons who can benefit from such activities.

Objectives

1. Assess the vocational interests and needs of a sample of the identified educationally, economically and physically disadvantaged families in Barron County.

2. Make recommendations to agencies who can provide services to meet the needs of the educationally, economically and physically disadvantaged families.

3. Follow-up the participants to determine the impacts of the services provided to these families.

4. Assist in providing continuing counseling services to the identified families once their vocational interests and needs have been identified and to encourage the reluctant participants to continue.

5. Develop a workshop to aid counselors in using the data generated through the work evaluation inventory.

6. Assist in providing early childhood education for the mothers of the families.

7. Determine the feasibility of providing a sheltered workshop for persons in the Barron County area who can benefit from such activities.

Rationale

Research shows that many rural area young people leave the rural area and seek employment in the cities, but many of them do not have the necessary training to get and hold jobs. Hence, there seems to be an inherent need of a modified vocational education program to help the rural citizens improve their chance of employment.

The Work Evaluation Service Unit is an opportunity for disadvantaged family members to have hands-on experience with work that could lead to a wide variety of jobs and/or training situations.

Work evaluation of individuals from all parts of the county will help those individuals prepare for and secure work. With its subsequent counseling and follow-up, work evaluation can help alert school personnel and community leaders to the further needs of its citizenry.

The Singer Work Evaluation programs are primarily designed to provide an occupational orientation for the participants in 15 vocational areas. The vocational areas included are the following:

1. Basic Tools
2. Bench Assembly
3. Drafting
4. Electrical Wiring
5. Plumbing and Pipe Fitting
6. Carpentry
7. Refrigeration, Heating, and Air Conditioning
8. Soldering and Welding
9. Office and Sales Clerk
10. Needle Trades
11. Masonry
12. Sheet Metal
13. Cooking and Baking
14. Engine Service
15. Medical Service

Review of the Literature

Most of the literature reviewed indicated that there is a need for upgrading the educational training in the rural areas and offering better occupational opportunities to rural youth and adult citizens. Experts in the field agree that there has been a lag of vocational training and work opportunities for our rural population.

The review of the literature tends to indicate that poverty in America is greater in the rural areas than in the cities. Several studies have been made to acquire knowledge about this segment of the population. Satterlee & Riley (1972, p. 5), in a study of three Eastern South Dakota counties, ascertained that it was difficult to identify low income families who could be considered poverty stricken because of their unwillingness to expose their true situation; hence, the validity of their answers was questionable. Satterlee & Riley (1972, p. 12) likewise perceived that most of the families interviewed did not want to move out of the area in which they lived and, therefore, were not interested in retraining that might involve relocating in order to secure employment. They concluded that the best method of making occupational training available to the rural citizen was the utilization of: (1) radio and television and (2) newspapers and magazines (Satterlee & Riley, 1972, p. 12; Carnegie Commission, 1967, pp. 14-15).

Other researchers have found that many rural area young people leave the rural area and seek employment in the cities, but many of them do not have the necessary training to get and hold jobs. Grant Venn (1967, pp. 2-7) states that since many wish to remain in rural areas and rural communities, skills and training should be provided that will assist them in securing profitable employment. He believes that the schools and colleges will have to take the responsibility of training, retraining and upgrading all kinds of people. It is vital that rural Americans be provided with job resources and other opportunities so that they can become productive citizens and make a contribution to the communities in which they live (Venn, 1967, pp. 6-7; Wells & Ulmer, 1972, p. 7).

Coster and Dane (1969, pp. 1-20) also state that the real challenge to educators serving the rural areas would be in developing innovative programs that offer broader training to the rural citizen which would enhance his opportunities for employment. They also suggested that adult basic education should be joined with vocational training so that adults would be better trained for the jobs available. They emphasized the need for developing programs that meet the individual interests, aptitudes, needs and occupational educational requirements of the rural people.

New York state has made progress in helping the disadvantaged become more employable. The three priority areas for compensatory education are reading, mathematics, and bi-lingual education. The success of the program depends greatly upon the attitudes of the administrator and the teachers (Idelman, 1973, pp. 22-26; Wells & Ulmer, 1972, p. 7; Ulmer, 1972, pp. 18-19, 88-90). While the school can make progress in these efforts, there is need of community involvement. Once a working relationship is established between the school, the home and the community, attitudinal changes more readily occur for the betterment of all involved (Idleman, 1973, pp. 25-34).

Nels Ackerson, in a speech delivered at the National Outlook Conference on Rural Youth (October 23-26, 1967, pp. 5-6), stated that there is a need to make rural youth aware of job opportunities. A farm background can develop qualities that are valuable for many different occupations. He called for broader general education background, upgrading the total school program, extension service upgrading, and improvement in guidance and curriculum offerings in the rural areas. He felt that private enterprise could greatly assist in providing occupational opportunities and, thereby, share in solving the problems of youth in the rural communities.

Eaddy (1970, p. 4) observed that the inadequate income of many rural families has been a determining factor in their migration to urban communities. This migration, however, has not solved the poverty problem, because many of them lack the technical skill and academic background to meet the demands of labor and business. Hence, there seems to be an inherent need of a modified vocational education program to help the rural citizens improve their chance of employment.

In a study conducted by Wohlfeil (1973, p. III-10), it was noted, too, that offering vocational education programs through cable television was a good way of meeting the needs of all age groups in the community. Wohlfeil (1973, p. III-10) indicated that there was need of much publicity preceding each program to alert the listening audience of the time and the topic of each special education program.

The Mountain-Plains Education and Economic Development Program, Inc., in Glasgow, Montana developed the various parts of the Rural/Residential Based Model to meet the needs of rural families (Arora, 1973, p. I-14). The program is directed toward foundation education and the building of functional skills necessary for occupational training. The present self-pacing curriculum, utilizing individualized learning activity packages and stressing the functional approach, was designed primarily for the rurally disadvantaged (Gormley, 1974, p. 3).

The Rural/Residential Based Model of career education has as its goal, the promotion of economic development in economically depressed rural areas and the improvement of family living by providing services for the entire family (Arora, 1973, p. I-14).

It was noted in a study done by Lindstrom (1965, p. 35) that many rural youth do not feel that they are prepared to take jobs and want more training beyond high school, but have little opportunity to receive the type of training they want in the rural areas. Lindstrom (1965, pp. 40-41) suggests that it is the Extension workers' responsibility to provide the necessary counseling and guidance to our rural youth. He concludes that the development of Extension programs could provide the necessary skills and technical training to enable rural youth to obtain profitable employment. Lindstrom (1965, p. 41) maintains that people have to be educated to regard any job as important if it contributes to the wealth and well-being of our society.

The trend of constructing large industrial plants in small towns and rural areas offers new employment opportunities to the surrounding rural communities (Ackerson, 1967, p. 6; Element & Summera, 1972, p. 1). It was also noted that the commuting patterns of the employees of a manufacturing facility in North Central Illinois rural area was by automobile since no mass transportation system was available. Because of the wide commuting pattern, it was noted that the outlying communities showed more gain in income than the host community which supplied the services to the plant (Clement & Summera, 1972, p. 5).

Other countries that have done much in rural planning are the Dutch and the United Kingdom. The Dutch have done more about implementing rural and regional planning than any other nation. They have carried on successful research for the past 50 years that has helped them reclaim and develop sea land; and they have also, under the direction of the national government, implemented one of the most complete social planning programs of any nation. There is a national commitment guaranteeing a satisfying life style for all its citizens (Lassey, 1973, pp. 5-6).

The United Kingdom has a highly effective system of land use and social planning and provides for citizen participation which has had a widespread response. The British do not accept the kind of uniformity and order that is characteristic of the Dutch countryside and social order, but there is a considerable pool of most skills and knowledges (Lassey, 1973, pp. 16-17).

A study of the models developed by these two countries could possibly aid those involved in rural planning and development in the United States (Lassey, 1973, p. 19).

CHAPTER II

Procedure

The project, Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County, was an outgrowth of the Barron County Sub-Project through which a 12' x 70' mobile office unit was converted into a Work Evaluation Service Unit and equipped with 15 Singer Work Evaluation programs as follows:

1. Basic Tools - provides exploration of occupations involving fabrication, assembly, and repair of metal products. (D.O.T. Code 709.781)
2. Bench Assembly - provides exploration of occupations where speed of action and repetitiveness in operation are of primary concern in routine hand assembly. (D.O.T. Code 739.887)
3. Drafting - provides exploration of occupations where drafting and related skills are required. (D.O.T. Code 017.281)
4. Electrical Wiring - provides exploration of occupations where wiring and joining of wires are of primary concern. (D.O.T. Code 829.887)
5. Plumbing and Pipefitting - provides exploration of occupations where pieces of pipe are cut, threaded and assembled. (D.O.T. Code 862.884)
6. Carpentry - provides exploration of occupations where carpentry and woodworking skills are required. (D.O.T. Code 762.884)
7. Refrigeration, Heating and Air-Conditioning - provides exploration of occupations where joining of copper tubing is required. (D.O.T. Code 638.884)
8. Soldering and Welding - provides exploration of occupations where confined intense heat is used and metals are joined. (D.O.T. Code 812.884)
9. Office and Sales Clerk - provides exploration of occupations where filing, organization and simple mathematical skills are necessary. (D.O.T. Code 289.358)
10. Needle Trades - provides exploration of occupations where sewing and/or eye/hand/foot coordination in simple machine operations are of primary concern. (D.O.T. Code 787.782)

11. Masonry - provides exploration of brick, block and tile construction occupations. (D.O.T. Code 861.381)

12. Sheet Metal Program - provides exploration of occupations concerned with developing products made of sheet metal. (D.O.T. Code 804.281)

13. Cooking and Baking - provides exploration of occupations concerned with the preparation of foodstuffs, cooking and baking. (D.O.T. Code 313.381)

14. Engine Service - provides exploration for occupations concerned with engine building, maintenance and repair. (D.O.T. Code 620.281)

15. Medical Service - provides exploration of occupations concerned with the health services industry. (D.O.T. Code 355.878)

Each of the Singer programs is designed so that the participant, after a brief orientation by the evaluator, will be able to complete a goal-directed task in a simulated work situation with a minimum of further staff instruction. The evaluator's job becomes the evaluation of work quality, work behavior, and work habits during the timed work period. Performance at each work station demonstrates the participant's ability to use common industrial tools and to follow verbal directions.

The new project provided four additional opportunities for evaluation through adding machine, payroll, telephone assembly and typing.

The individuals were referred to the Work Evaluation Service Unit by the following agencies:

- Barron County Project
- DVR (Division of Vocational Rehabilitation)
- Northern Pines Guidance Clinic
- Schools:
  - Barron High School
  - Birchwood High School
  - Cameron High School
  - Chetek High School
  - Cumberland High School
  - Rice Lake High School
  - Wisconsin Indianhead Technical Institute-Rice Lake Campus
- Social Services
- West Cap

In each case, the referring agency provided the work evaluator with a folder of background information on the individual, to be reviewed in preparation for the first interview.

Work Evaluation

During the first interview, the individual was encouraged to share his past work experiences, his feelings about work and his relationship with co-workers. He was also encouraged to share his feelings about his family relationships. During the conference, the work evaluator explained the benefits of the information obtained from the results of selected tests and, with the individual's consent, administered the appropriate tests.

The psychometrics tests most often used were:

Califronia Picture Interest Inventory (CPII) - The CPII is designed to help an individual determine the pattern of his occupational interests and, at the same time, indicate those specific occupational fields which have career possibilities.

California Occupational Preference Survey (COPS) - The COPS is designed to define the kinds of work the individual is interested in doing.

Adult Basic Learning Examination II and III (ABLE) - The ABLE is designed to measure the level of educational achievement. ABLE will reveal the relative strengths and weaknesses of an individual from one content area to another.

Bennett Mechanical Comprehension Test - The purpose of this test is to measure the ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations.

Kuder Preference Record - This test is designed to measure interest in ten vocational areas: outdoors, mechanical, scientific, computational, persuasive, artistic, literary, muscial, social service and clerical.

SRA Clerical Aptitude - is designed to estimate an individual's ability to learn and perform clerical tasks.

Learning Activities Opinionnaire (LAO) - The LAO is designed to obtain information on the learning styles of the individual.

Through the first interview, the individual learned that Vocational Evaluation allows one to explore a variety of occupational areas using work samples which are simulated job tasks. By actually performing tasks required of an occupation, an individual can more realistically discover interest areas, present skill levels and capacity for learning a particular job. A tour of the 15 Evaluation programs preceded the planning of activities that included the different occupational categories. As the individual began and worked through each program, the evaluator worked with him in assessing his feelings, his interests and needs. At the conclusion of the evaluation period, the evaluator reviewed the results with the individual and explained the findings which resulted from the evaluation. A representative of the referring agency was invited in to discuss the recommendations made by the work evaluator; a final written report was sent to the referring agency. Figure I, page II-5, summarizes the steps in the evaluation process.

Eighty-five individuals, including twenty students from the Special Vocational Adjustment Program, Barron-Chetek, were referred to the Work Evaluation Unit for assessment of interests and needs. The twenty students, ten from Barron and ten from Chetek, were evaluated by Mr. George Petrangelo, Counselor for the SVAP program. The findings of his evaluations are included in the report of his project.

Not all individuals completed the four days of evaluation for one or more of several reasons, such as:

1. Illness.
2. Legally deaf - inability to hear the tapes.
3. Threatening situation.
4. Lack of responsibility to attend.

The average number of programs completed by an individual was five. Most of the participants felt the evaluation was most beneficial to them. The high school students were especially enthusiastic about their experiences and recommended that all students be given the opportunity to have the benefits of the work evaluation programs.

School Administrators Contacted

Each of the administrators in the ten schools serving Barron County students was contacted by telephone for an appointment to discuss the use of the "Work Evaluation Service Unit" by the secondary students in each school system. The first-handed experience by students with the evaluation programs would be of value to the individuals and, at the same time, create an understanding of the benefits of the program to teachers and designers of school curriculum. A follow-up letter was sent to each administrator summarizing the main points of the discussion. The six schools nearest Rice Lake accepted the invitation and sent students to the Work Evaluation Service Unit. Four schools did not use the service because of transportation problems. Figure II, page II-6, locates the ten schools in relation to Rice Lake. (Appendix B)

Meeting for School Administrators and Counselors

On March 19, 1975, the school administrators and counselors from the schools serving Barron County students, the Local Vocational Education Coordinators from CESA 4 (Cooperative Educational Service Agency), the Barron County staff and representatives of WITI-Rice Lake Campus and

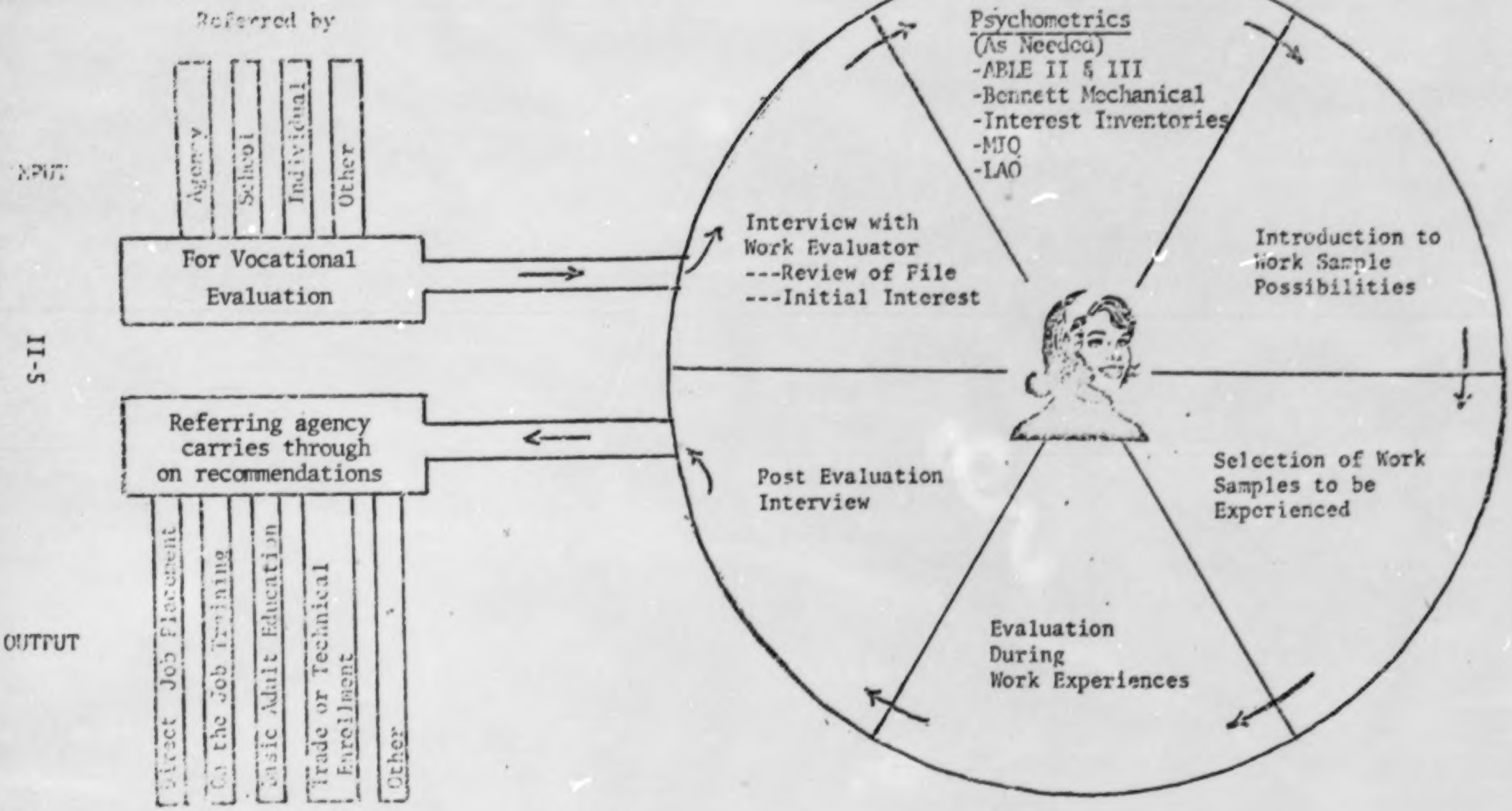
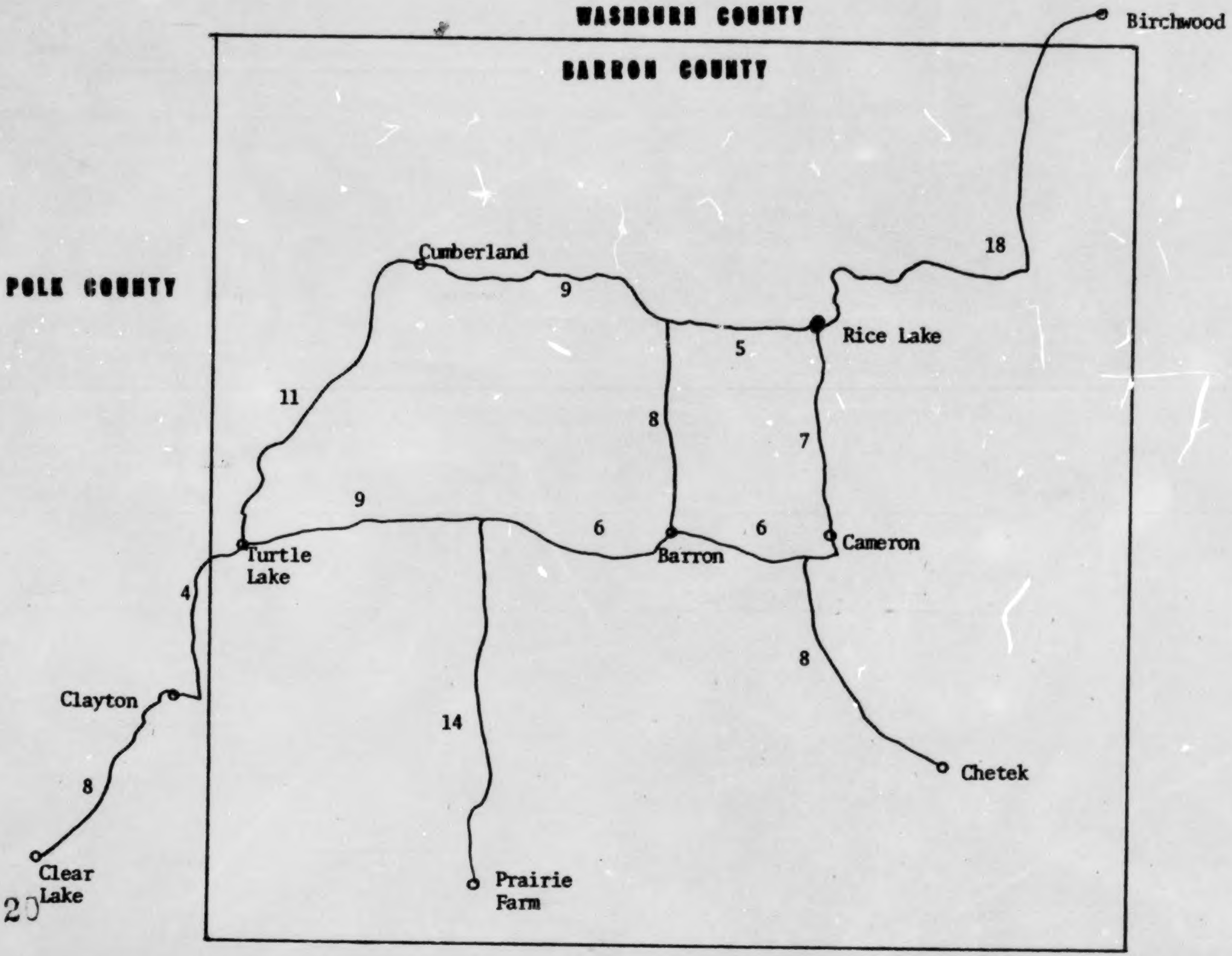

Referred by
INPUT
Agency
School
Individual
Other
For Vocational Evaluation
Referring agency carries through on recommendations
OUTPUT
Direct Job Placement
On the Job Training
Basic Adult Education
Trade or Technical Enrollment
Other
Psychometrics
(As Needed)
-ABLE II & III
-Bennett Mechanical
-Interest Inventories
-MIQ
-LAO
Interview with Work Evaluator
---Review of File
---Initial Interest
Introduction to Work Sample Possibilities
Selection of Work Samples to be Experienced
Evaluation During Work Experiences
Post Evaluation Interview

Figure 1


WASHBURN COUNTY
BARRON COUNTY
POLK COUNTY
Birchwood
18
Cumberland
9
Rice Lake
5
11
8
7
9
6
6
Turtle Lake
Barron
Cameron
4
Clayton
8
14
8
Chetek
Clear Lake
Prairie Farm

UW-Stout, participated in a meeting to discuss the reports on students generated by the "Work Evaluation Service Unit." Twenty-one persons attended the meeting. Mrs. Lynn Taylor, Work Evaluator, and Mr. George Petrangelo, Work Evaluator and Counselor with the Special Vocational Adjustment Project, Barron-Chetek, showed slides of each of the Singer Evaluation programs and discussed the skills observable as the individual worked through the selected programs. A sample report (Appendix C) sent to the referring agency on completion of the evaluation was shared and discussed.

Mr. Bernie Abrahamson, Pupil Services Director, River Falls High School, further developed the advantages of evaluation through the topic, "Evaluation Follow-up Techniques and Benefits." A summary of his presentation follows.

River Falls High School participates in an Equal Career Opportunities program which is funded to Cooperative Educational Services Agencies 5 and 6. The work evaluations are done at UW-Stout through the Vocational Rehabilitation Center. Mr. Abrahamson has been involved with the program for three years and thinks work evaluation is a tremendous opportunity for students. He has been very satisfied with the results of the program as demonstrated in his school and believes that every student in their high school should have available the benefits of work evaluation. He explained that, in order to start an evaluation program, it is essential to first secure the support of the school board through an understanding of the benefits of the program. River Falls started the evaluation program primarily to benefit unmotivated students and potential dropouts. With the support of the school board, River Falls brought personnel from the Vocational Rehabilitation Center to their school for teacher in-service meetings. Through the use of slides and discussions in small groups, the teachers got to know the benefits of the program. There are still three or four teachers out of a staff of forty who are really opposed to the program. Teachers are involved in the selection of the students to be sent to the Vocational Evaluation Center. Also, the teachers and the counselor complete questionnaires on each student to be evaluated. Highlights of the evaluation program as engaged in by River Falls are:

--During and following the completion of the evaluation, the students are appraised of their strengths and weaknesses.

--Center personnel follow-up on the student evaluation through periodic visits to the school.

--Three or four times a year, the Center personnel run evaluations of measurable growth factors on all the students who have participated in the program.

--The philosophy of the school system needs to be such that a program can be provided to fit the needs of individual students - a flexible program.

--Programs available to River Falls' students:

1. Work credit program (See Appendix C).
2. Students assisting students program.
3. Observation program (on-the-job downtown).
4. Attend college - take one course.
5. Special projects with the school or community.
6. Mini courses taken during unscheduled time.
7. Others.

--The Evaluation Center personnel know of the programs available to students at River Falls and make recommendations.

--A course at River Falls called "Success" is a career education unit on value clarification, decision-making, communications, mental health and job occupations.

--River Falls is working on a course for next year that will be called "Independent Living." It will include very basic math, health and other factors related to daily living. The report card used with the "Success" class will also be used in Independent Living. (1) Student has experienced these kinds of things; 2) It appears that the student has these strengths; and 3) These are the areas where the student needs work). Students are allowed to choose whether they will be graded pass-fail or whether they want a letter grade.

--Follow-up interviews are important. Students line up outside the Center counselor's office for interviews on the day he is to come. The counselor also has conferences with parents and teachers about the students. Work evaluation increases the student's self concept and makes him feel better about himself.

--Pre- and post-tests show students have a better knowledge of how to solve vocational problems, somewhat of an improvement in attitudes and some competencies that direct decisions on a career.

--Despite 95% acceptance and enthusiasm among all staff members, school board members and parents, there certainly are problems. One influential teacher is against the program. He is being sent to the Evaluation Center for a first-hand look at the Evaluation programs. Typical trouble spots: 1) Teachers say, "This kid is a ding-a-ling in my classroom. . . why does he get to be involved in such a good program as this? Why is somebody spending money on this kid?"; 2) Teachers expect immediate change. "This kid has been back for two weeks and I don't see a thing different."; 3) Make-up work is a headache for some teachers; 4) The student returns and finds himself involved in the same situation he was involved in when he left for evaluation two weeks ago; 5) Some teachers question the high norms these kids are getting on the test results.

--There is a need to continue to work with all teachers, for the students should be able to return from evaluation to a situation where the school system is able, through its teachers, to provide appropriate programs.

Dr. George Theis, Student Services Director, WITI-Rice Lake Campus, discussed the Career Cluster Workshops to be held on the WITI campus during the month of June, 1975.

Career Cluster Workshops

When the new project involving work evaluation was written, the budget made provision for two work evaluation interns, one for each of the semesters the project would be in operation. Due to transportation problems, the need for the two work evaluation interns did not materialize. A committee of school personnel met at WITI-Rice Lake Campus on February 7, 1975, to explore ways of using the money assigned to interns to provide career information for the youth of the Barron County area. After much discussion, it was agreed that career cluster workshops, each two days in length, would be the most effective way of providing exploration opportunities for the greatest number of students. Further discussion brought concurrence that input from all the school administrators and secondary counselors would be needed to insure the success of the workshops. Immediately following the February 7 meeting, telephone calls were made to the ten school administrators, inviting them and their high school counselor to a luncheon on February 13, 1975, the date of the Guidance Conference on the UW-Stout Campus. The purpose of the meeting was to obtain the thinking of these key people in regard to the proposed career cluster workshops. Dr. George Theis, Student Services Director, WITI-Rice Lake Campus, was in charge of the meeting which gave approval to the plan for career cluster workshops during the month of June, 1975. The complete minutes of that meeting are contained in Appendix D. The handout is also included in the Appendix with the exception of a page on career clusters to which Dr. Theis referred in his presentation. The quality of the printing prohibited it from being duplicated in this report.

The ten schools serving Barron County youth were contacted by telephone to ascertain the number of students in each of the grades 9-12. A survey form was developed using the career clusters identified on page 9 of the U. S. Office of Education Draft, April, 1974, For Discussion Purposes Only publication on Career Education Career Clusters - Explanation, Concepts and OE Occupational Codes. The forms were designed and color coded to make it easy for a workshop leader to know the grade level of the participants. Also, each school was asked to indicate the grade level to which they preferred priority be given in the event that more students would sign up than could be accommodated at each of the workshops. On April 3 and 4, 1975, personal visits were made to the ten schools to deliver the number of forms needed to survey the secondary students. A cover letter to the school personnel was included with the survey forms giving instructions for returning the form to WITI. Believing that the career cluster workshops would be repeated again next year in the Barron County area and promoted in other VTAE Districts, the counselors were asked to note particularly how they conducted the survey in their school. Following the collection of the survey forms, each counselor was visited again and asked to relate and evaluate on tape the method he used. (Appendix E)

Four hundred and fifteen forms were returned to WITI, each with a first choice. Three hundred and seventy students also indicated a second choice of career cluster. Table I identifies the first and second choices by occupational cluster.

TABLE I

Cluster	First Choice	Second Choice	Totals
1. Construction Occupations	37	30	67
2. Product Services (Mechanics and Repairers)	42	30	72
3. Manufacturing Occupations	6	6	12
4. Agriculture (Including Agribusiness)	17	7	24
5. Communications & Media Occupations	14	23	37
6. Health Occupations	76	28	104
7. Marketing & Distribution Occupations	6	8	14
8. Public Service Occupations	25	34	59
9. Business & Office Occupations	46	27	73
10. Transportation Occupations	14	24	38
11. Hospitality & Recreation Occupations	31	29	60
12. Natural Resources & Environment Occupations	36	37	73
13. Personal Services Occupations	20	28	48
14. Fine Arts & Humanities Occupations	22	27	49
15. Home Economics (including Consumer and Homemaking Education) Occupations	23	32	55
Totals	415	370	785

Only six persons selected manufacturing occupations (career cluster 3) and the marketing and distribution occupations (career cluster 7) as their first choice. Because of the small numbers, it was agreed to eliminate those two clusters and conduct the remaining thirteen clusters. The University of Wisconsin-Stout contracted with the Wisconsin Indianhead Technical Institute-Rice Lake Campus to conduct the workshops. Mr. Zonnie Strandlund, Guidance Counselor at WITI, was employed as Coordinator.

In May, each of the 415 students who had selected a career workshop, was mailed additional information on the workshops and a self-addressed post card for his use in confirming his participation in the identified workshop. One hundred and sixty-five students returned the confirmation card. WITI contacted the school administrators by letter, identifying the students who had not returned their participation cards and asked their help in encouraging the students to attend. (Appendix F)

WITI selected the staff members who would conduct the 13 two-day occupational cluster workshops. The identified staff members were given a packet of materials to aid them in their preparation for the half-day on campus and in planning for the "tour day." These materials included: Appendix G.

--First day schedule.

--Cluster diagram showing the occupational cluster area subdivisions based on: (a) level of training required; (b) function within the cluster; (c) job characteristics and (d) life style inherent to the job.

--List of all the resources in the mobile Career Education van on campus for the workshops.

--List of the career films available at WITI.

--Bus tour guidelines.

--Career development chart (see Appendix D).

On May 28, WITI conducted a half-day in-service for the leaders of the workshops. Dr. George Theis, Student Services Administrator, presented the philosophy and methodology of career education within the framework established for the two-day occupational cluster workshops. Mr. Strandlund, Workshop Coordinator, presented the "rationale" for the general career education program which he would present each morning of the "on campus" workshop days. Time was provided for the leaders to ask questions concerning their presentations on the afternoon of the "on campus" day and their plans for the tour day. The tour day was to introduce students to new areas of work within the cluster and provide an opportunity for students to observe and visit with individuals on the job. Carl Olson, Special Needs Counselor at Barron High School, was employed to attend the thirteen "on campus" days of the workshops and develop curriculum appropriate to each occupational cluster. It is anticipated that the curriculum materials, transparencies and slide series developed for each of the clusters will be used in the Barron area schools during the 1975-76 school year. The curriculum and transparencies developed for the construction workshop are contained in Appendix H of this report.

One hundred and thirty-five enthusiastic students did attend the workshops. Participation by cluster and grade level is indicated in the following table.

TABLE II

Participation by Cluster and Grade Level

Cluster	Fresh.	Soph.	Jr.	Sr.	Totals
Construction	1	4	3	0	8
Product Services	7	4	3	4	18
Agriculture	2	1	1	0	4
Communications	4	6	5	3	18
Health	2	1	7	1	11
Public Service	3	4	7	2	16
Business and Office	3	3	5	2	13
Transportation	4	1	2	1	8
Hospitality and Recreation	3	1	0	0	4
Natural Resources and Environment	3	2	1	1	7
Personal Services	2	3	0	2	7
Fine Arts and Humanities	1	4	0	1	6
Home Economics	5	2	5	3	15
Totals	40	36	39	20	135

A follow-up study by telephone on the students who had returned signed confirmation cards and failed to attend, revealed the following data:

1. 30% were employed.
2. 35% were participating in Driver's Education.
3. 10% were away at camp.

4. 12% were on vacation.
5. 5% could not be reached.
6. 7% could not attend due to lack of transportation.
7. 1% were no longer interested in participating.

Marriage and Family counseling

Disadvantaged individuals and families and especially those that are economically disadvantaged, seem to have a multiplicity of problems, one of which is relationships. Children who must live and grow up in troubled relationship situations tend to perpetuate the problems. To help these families be better able to cope with and resolve their problems, the project employed a team of marriage and family counselors who would work with these people in the security of their own homes. Home counseling has advantages both for the family being helped and for the counselors. For the family, it eliminates the dress problem, as well as the transportation problem, and leaves the individual members more free to be themselves. Also, disadvantaged families seem to have problems keeping commitments which is lessened to a degree by therapy in the home. Perhaps the greatest advantage to the counselors is seeing the family members in their natural setting and experiencing the total atmosphere of the home.

A husband and wife team was employed believing that the families would identify with them and see them as working together. Co-therapy also permits a participant/observer situation that hastens the process of therapy.

Letters were sent to the agencies concerned with the well-being of families inviting them to use the help available through the project. The letter also enclosed an information sheet on the team of counselors (see Appendix I).

The co-therapy team worked with 30 families embracing a total of 129 members. The problems, a brief description of each and the referring agency is presented in the following table.

TABLE III

Marriage and Family Problems Dealt with by the Therapy Team - The Presenting Problem as Seen By the Referring Agency

Problem	Description	Referring Agency
A. Child Abuse	1. Alleged neglect and abuse.	Dept. of Social Services

Problem	Description	Referring Agency
	2. Juvenile threatened.	School Psychologist
B. Child/Parent	1. Lack of control of children.	Dept. of Social Services
	2. Misunderstandings between foster parents and child.	Dept. of Social Services
C. Communication	1. Failure to talk through problems to reach understanding.	VTAE Instructor
	2. One team member won't talk.	Clergy
	3. Lack of communication.	Barron County Project
D. Divorce	1. Serious divorce consideration - Lack of communication, respect, trust, love and caring.	Barron County Family Court Commissioner
	2. Serious divorce consideration - Poor communication, low self-concept, lack of trust.	Family Court Commissioner
	3. Divorce consideration - Melancholy and mourning.	Family Court Commissioner
	4. Divorce consideration - Lack of communication, in-law problems.	Clergy
	5. Serious divorce consideration - Jealousy, other relationships.	Family Court Commissioner
	6. Serious divorce consideration.	Barron County Project
	7. Separation and divorce consideration.	VTAE Instructor
E. Juvenile Delinquency	1. Sibling in home for juveniles and to return home soon.	Rice Lake Department of Health and Welfare
	2. Conflicts due to daughter's pregnancy. Acting out by another sibling.	VTAE Instructor

Problem		Description	Referring Agency
	3.	Two young siblings acted out in school - both expelled.	School Psychologist
	4.	Sibling expelled from school.	VTAE Instructor
	5.	Stealing on the part of a sibling.	VTAE Instructor
	6.	Oldest sibling involved with drugs; younger sibling acting out in school.	Clergy
	7.	Oldest sibling on probation. Younger sibling has a truancy problem and possible experimentation with drugs.	Barron County Juvenile Court Worker
F. Marital Relationship	1.	Conflicting role expectations.	West Central Wisconsin Community Action Agency, Inc. and Barron County Project
	2.	Lack of intimacy, cooperation and communication between spouses.	Clergy
	3.	Poor relationship between spouses.	Clergy
	4.	Poor marital relationship which appeared to be the root of child's problems in school.	School Counselor
	5.	Conflict as a result of former marriages.	Friend of the family
	6.	Husband and wife not getting along.	Self referral - learned of counseling opportunities from a friend.
G. Psychosis	1.	Spouse beating as a result of drug flashback; also one member diagnosed schizophrenic.	Clergy
	2.	Parent and sibling both diagnosed schizophrenic.	VTAE Instructor

Problem		Description	Referring Agency
H. Individual	1.	Feelings of insecurity - low self-concept.	Work Evaluator, Barron County Sub-Project
	2.	Problems with friend of opposite sex.	VTAE Instructor

The counselors worked together as a team for the major portion of their involvement; however, they did work individually in situations as needed. Barbara and Gary Yeast worked with several organizations serving the "whole" family. The following table identifies the date of the contact, the organization or class served and the subject of the presentation or discussion.

TABLE IV
Family Living Presentations

Date	Organization or Class	Presentation
October 15, 1975	Family Living classes for disadvantaged mothers. Barron and Cumberland - 20 persons.	Barbara Yeast explained the home-counseling services available to families in need of help.
October 31, 1975	Family Living class for disadvantaged mothers. Rice Lake - 15 persons.	Barbara Yeast explained the home-counseling services available to families in need of help.
February 13, 1975	Annual Guidance Conference Sectional meeting - 150 participants	Gary Yeast was one of a two-member team who presented "Family Dynamics as Causative Factors in Adolescent Behavior Problems."
February 23, 1975	St. Joseph's Catholic Church - 62 participants	Presentation on "Relation-in a Healthy Family - The Key: Communications."
March 13, 1975	Head Start Mothers - Rice Lake - 6 participants	"Parent-Child Relationships"
April 24, 1975	Family Living class Rice Lake - 15 participants	"Family Relationship Problems"
June 7, 1975	West Cap - For Manpower enrollees - 4 participants	"Couples Communication"

Date	Organization or Class	Presentation
June 13, 1975	Barron County Project - 4 participants	"Development of Feelings in Children"
June 20, 1975	WITI Home Economics Career Cluster Workshop - 12 participants	"Our Career as Marriage and Family Counselors"
June 25, 1975	UW-Barron County Campus - Two classes combined --Problems in Contemporary Society --Marriage and Family 60 participants	"Family Dynamics and Community Social Organizations"

An outline of the presentation by the marriage and family counseling team on "Relationship in a Healthy Family - The Key: Communications" is contained in Appendix J.

CHAPTER III

Report of Findings

This chapter reports the findings of the programs developed by the project, "Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County." The project was in operation from October 1, 1974 through June 30, 1975. The true evaluation of each of the efforts can be measured only as they are reflected in the lives of the participants in the years ahead.

Work Evaluation

Six of the ten schools serving Barron County students used the services made available to the students through the Work Evaluation Service Unit. The counselors of those schools were contacted in person and asked to evaluate, on tape, the benefits to their students. Their transcribed evaluations follow.

Barron-Chetek High Schools -
George Petrangelo, Counselor, Special Vocational Adjustment Project

Ten students from each of the two high schools, Barron and Chetek, had access to the Work Evaluation Service Unit operated by the Barron County Sub-Project located in Rice Lake. Just in a nutshell, before we get specific, I think I'd say that I am very pleased with the opportunity we had. It really was a great chance for our students to use that unit. When I first started this project, which was a year-and-a-half ago, we didn't have such a unit. There was a discussion, brief as it was, about using the unit at UW-Stout - there at the Vocational Evaluation Center, but after we found out the cost, that possibility was eliminated. Then here came the Work Evaluation Service Unit to Rice Lake. That was great! Evaluation was now available at much less cost to the schools and near enough to be very available travel-wise, which should make sense to the other schools in the area too.

We did not have time to get all of the students in our program through the Work Evaluation Service Unit for several reasons. First of all, we started late and work evaluation is a time-consuming process. I was working at two schools and took two or three students at a time to spend a week doing evaluation. Then, another three or four days for report writing, and that amounts to two weeks for two or three students. I had other duties and couldn't spend enough time just on evaluation, which I wish I could have, so, consequently, it was kind of a hit-or-miss situation this past year and now my project has been terminated; thus, it looks as if some of the students won't get a chance at work evaluation.

For most of our students, Work Evaluation was a good experience. For 18 of them, their reactions were very good - very positive. They liked the experience; they thought it was worthwhile and they did indicate that it gave them some direction vocationally. Now that, of course, could be tested, but for them to say that it had given them direction--I thought such was worth mentioning. They felt that it had at least helped them in the process of elimination. The kids were able to eliminate things that they had some question about and that is a big help. A couple of the boys who thought they had a knack for carpentry and thought they might be interested in it, spent two hours on a carpentry work sample and found out that they really didn't like carpentry. I think that is narrowing it down for them and I believe that is very helpful. For the positive side, as far as making steps toward a goal--that is a little harder to narrow down to a specific vocational goal. Generally, we had mechanical-kind of boys; they were mechanically oriented--they loved mechanics and mechanical things. The experience at the Work Evaluation Service Unit reinforced what they already felt about themselves. (Most of these students were juniors and seniors).

Whereas, some people questioned the worth of the evaluation report for these students, I would have to say that what the kids bring away from the evaluation is more important than what one sees on the report. In other words, the experiences they had for those four or five days is not always something you can measure and put down on paper, saying, "Johnny did real well and he is really goal oriented now." That isn't it. It's the experience he took away within himself--some of the failures that he had, some of the successes that he had, the discussions, the counseling that he had. If I am challenged as to what good it is, I realize from working with the kids while they were there what they were getting out of it. It was an experience and I think an experience is something we don't give kids enough of. Experiences vary. Of course, the recommendations that come out of the evaluation process we attempted to put to work within the schools. Curriculums can be changed and should be changed. Summary sheets which included test results, interest areas and performance ratings on the work samples were shared with the teachers. The reaction from some teacher was, "O.K., fine, that's very interesting but I really don't know how I am going to use it." If the student is a poor reader, the teacher may have already suspected that he was a poor reader and now we are showing him that the student is only a fourth grade reader. What can I do about it? Teachers try, but they are in a tough spot when they have to adjust around one kid in a class of 30 kids. The biggest changes insofar as recommendations are concerned are, not so much in the teachers as in the administration. For example, the administrator says--"Johnny should be in more shop courses." What they let us do is give him almost all shop courses as that is his major interest area where he performs best, so let's work into that shop course, reading and math and make a comprehensive curriculum out of the shop area. I would like to think that most school administrators would see the possibilities. Some don't feel that such changes are fair to the other students. Why should you give Johnny all he wants when everybody else has to "cut it" just as the curriculum is designed. Here, we have been very fortunate for the administration is flexible and the teachers are very flexible. The shop teacher says, "fine, I'll do all I can."

Question: Are there any disadvantages to teachers because of the evaluation?

Response: Teachers are forewarned that the kids are going to be leaving for evaluation next week. Most say, "fine, anything that will help the student." Some might say, "I wish he could do this one assignment so he won't be too far behind," and we try to work this out with the individual teacher. Or, if the student gets behind, they let him make it up because he was absent for a good reason.

Question: Is there a possibility of shortening the evaluation period to less than four days for the disadvantaged learner?

Response: No. Shortening the evaluation time is cheating the student. In other words, the disadvantaged group that we are talking about here, are the so-called potential dropouts. They are disadvantaged in the sense that, "hey, we've had enough classroom, we need something different folks! We've had it!" So you see that an extension of the evaluation is well received. I would like to expand the evaluation such as they have it at Stout. Sure, they are going to miss school, but you know that some of these kids are missing school right along anyway. Most of them don't go to class much and when they do go, they don't do that much anyway. We can't shorten the evaluation without taking away from the value of it and these kids really appreciate getting out of school. All but one student said they liked the evaluation. That one student wanted to quit the evaluation, and he did. A second student really didn't find evaluation that worthwhile, but went along with it. When the students arrived at the center, they were given an orientation to the unit so they understood the concept of evaluation and they very quickly caught on. Once we took that grand tour up and back in front of the work samples, they were interested and eager to get started right away. Hands-on experience is stimulating and works with the so called potential dropouts, as well as with regular students.

I would say the Work Evaluation experience should be expanded to include field trips or on-the-job visitations after the evaluation is concluded. For example, those interested in auto-body should actually visit with the employer in a shop and see the employees in action.

In conclusion, I would like to say that a very important part of this whole process is the involvement of the school counselor. People need to understand what work evaluation is all about. Whether they like it or not is not the point. In order to make a fair judgment of the Work Evaluation Unit, of the evaluations and of what the student gets out of it, they have to understand the concept of it. I would recommend that, for next year, there be an in-service to enable counselors and school personnel to really know what work evaluation is all about, since we need support from those people. In order for the student to get all that he can from the evaluation, he needs to go back to the school where the school people know what he has experienced and be able to help him. Only then, will the recommendations to promote the growth of the student be implemented.

Again, I must say that we cannot take away from the fact that, regardless of what happens when the student leaves the evaluation unit, I know that he takes away within himself a most valuable experience.

Birchwood High School - James Landes, Principal

This is in reference to the Work Evaluation Service Unit at Rice Lake. I understand that the Unit is under the auspices of the UW-Stout at Menomonie. We have sent four students through the Work Evaluation Service Unit and, to be very truthful about it, I was very impressed with the Unit.

We sent three seniors and one junior to the Work Evaluation Service Unit, they were all boys, by some chance or other. The first individual we sent down to the Unit, was sent on an experimental basis. He accepted the responsibility for getting down there, even though he was a little confused about it. This individual really enjoyed the evaluation! The various aspects of evaluation took four days. He was able to check out his abilities in a variety of different areas from Plumbing and Sheet Metal to Clerical and Accounting and Telephone Repair, Electronics, Electricity and Home Repairs. It is a very versatile evaluation service unit. This first individual came back absolutely enthused with the whole program. He scored very well on all tests given. He enjoyed the manual part of it and was really enthusiastic. He applied at the WITI-Rice Lake campus and this fall (1975) will enter the telephone repair program. He is just tickled to death because he really found himself. He is an older student for a senior--approaching twenty. His parents are quite happy and so am I because it kinda makes my job a little bit easier, too, now that he has found something that he really can latch onto and go beyond high school for some additional training.

The other two senior boys were sent down about two months after the first individual. In the two months, they were asking all kinds of questions of the first individual, so they were all set when they went down there. They knew about the Work Evaluator and were about as enthusiastic going down there as the first individual was coming back. They were all keyed up for their evaluation and experienced similar findings as the first student. They enjoyed the versatility of the program of Clerical, Accounting, then going to Plumbing, Telephone Repair, Sheet Metal and other programs with which they had never come in contact before. One senior applied at the vocational school in auto body repair and was accepted for the fall, 1975. The other individual will be working on the road in silo construction with his father, and I believe that this is what he has had in mind all along, but he has gained a valuable experience, knowing that he does have abilities of a manual nature and he knows that he has aptitude in plumbing, electrical wiring and sheet metal, along with accounting and bookkeeping. He knows that he probably can learn to do these things.

The last individual, a junior, went down to the Work Evaluation Service Unit with the same enthusiasm. Probably the biggest impact on this particular junior is that he is bound and determined that he is going to take some more science and math in his senior year--something that he had never thought of doing. He has changed his program. He wants to get in some physics and into advanced algebra. When asked why, he said, "well a person has to do that if he is going into electrical contracting." When asked how he had come up with that, he said, "well, I've got a little of that and it showed up at the work evaluation that I did down at the Barron County Sub-Project." This was just in conversation in the hallway--not in a formal interview. He stated to me that he helped his dad do some wiring in their own home and enjoyed it, but didn't really realize that he had any ability until he went down to the Work Evaluation Service Unit. It shows on the report that was sent back to the school on this individual that he has a very high ability in electrical wiring, electrical components and electronics. This particular individual has sent for literature to the DeVry Institute. Now he has the literature and he has talked to a representative of Bell and Howell who was here to talk to the career development class. This boy sat in on that class and got a little more literature so he has changed his whole program for his senior year. He is not limiting himslf to that high school diploma. He wants to get some more schooling in electrical contracting, get into the union and get a decent job as a full-fledged individual working in electrical wiring.

Our experience with the Work Evaluation Service Unit with the four students, I just can't say enough about it. It has had a definite impact on these students; three of the four have plans to go into further schooling. The fourth one has built up his self-confidence and should be more successful on his summer job. He has some self-confidence behind him now because he knows he has the ability to do a variety of things as was shown by the Work Evaluation report.

If you ask me, it's a worthwhile program and if there is any way that the Birchwood School can get involved with it in the future, we are going to be the first ones down there. We could care less about transportation problems. We'll get them down there because it's a worthwhile program.

Cameron Senior High School -
James Gehrke, Principal - Bob Eggleston, Counselor

Gehrke: In selecting students to send to the Work Evaluation Service Unit, we went over the list of seniors and tried to identify those whom we were sure hadn't made a decision about their year after high school graduation. We tried to select students we felt would be open to ideas and looking for some means of arriving at a decision as to what they would like to do. We sent two groups to the Work Evaluation Service Unit; three each time. In talking with the students afterwards, all of them stated that they felt it was a very worthwhile experience. As far as actual concrete plans that were made on completion of the evaluation, I'm not positive that anyone has done that. Have you, Bob, heard anyone say "because of my experience, this is what I have decided to do"?

Eggleston: Yes, I did with one particular boy who came back very fired up about the prospects of going into an X-ray technology program. On checking it out, we found that he did not have the background that would allow him to go into the program. Consequently, this boy found out as a senior that he would have to pick up some courses at a vocational school or on the college level to provide the background he needed to enter the X-ray technology program. That was this boy's first exposure to the vocation which makes me jump ahead and say we selected all seniors to participate in the evaluation. Possibly, we should have been looking at juniors or maybe even sophomores. The primary benefit to our students was their exposure to at least 15 different programs.

Gehrke: One of the things that happens at this kind of evaluation center is that students find out, not only that they are interested in the broad field of medicine (they may have known that they were interested in medicine before they went up), but what they might find out is the multitude of opportunities within the area of medicine. Whereas, they might have thought at one time--I'm interested in medicine, but I don't think I have what it takes to be a doctor or a nurse--now they find out that they can be interested in medicine and know that there must be some job on the whole spectrum in which their abilities will allow them to get involved. I think this is true of the boy who had an interest in X-ray and found out that he didn't have the background. I think that there are other areas in medicine that he did focus on and consider strongly and in which he may eventually get involved. I think that is one of the advantages of the program. When the student found that, as he suspected, the general area of interest was there, he didn't give up by thinking, well, I can't be a doctor. He was guided in other directions and still maintained the same desire to be involved in medicine at some other career choice. One of the occupations he is thinking about is ambulance driving which is both stimulating and pays well enough to support a family. Such hadn't been considered or thought about by that student before.

Eggleston: I can see another very good benefit from the Work Evaluation Service Unit and that is the rapport that has developed between the school administration, the principal, counselor or teacher and the student. Here is an avenue on which we are working together in trying to help the student find his vocational area. By the simple fact that we have taken the students to Rice Lake to the Evaluation Unit, been there with them awhile and talked with them coming back, we now have a completely different sidelight than we had of those students here at school. The students see us now as really being on their side helping them. I have noticed the carry-over, too, into the school day after we got back here. I think they get more out of their studies here and I think they see more importance in their schoolwork as it relates to vocations.

I think one point is really important and that is the selection of participants. Timing is of the essence in that you need to find students who are thining of vocations. When a student asks, "What do you think I should do when I get out of school?," that's a call for help. Talking with him, exposing him to work evaluation programs and following up on his efforts would benefit even a sophomore. I hope I'm coming clear; select the student who has expressed an interest in going to the Work Evaluation Unit. The valuable reports that come back for each student help us greatly in our career education efforts.

Gehrke: I drove some of the kids back and forth and on the way home pumped them for information on what they did, how they reacted and what they liked about the experience. Their reactions were very positive. All six of the students were of average ability or maybe some a little above average and all felt that it was worth the time, even though they were missing classwork here that they were making up on their own evenings. They felt it was very much worth the time. We did have students who indicated enroute home, that perhaps if they had done this earlier, they may have taken courses in high school which they have skipped. I'm thinking particularly of a drafting course. We have one drafting course. One of the students who tried the drafting program at the Work Evaluation Unit said, "I think I would have taken drafting had I known before what it was all about." Another student said he would have taken more drafting if we had offered more. That kinda sticks with me because I have been thinking that we should offer more drafting. So here we have one student's testimony that if we had offered more drafting, he would have taken more and the reason he knows that is because he was at the Barron County Sub-Project Work Evaluation Service Unit. I think this affects thinking at many levels. The student is thinking of his personal career choices and probably the counselor is thinking of how he might improve vocational and career education for all the students in the system and in this particular case, it affects me in terms of the entire curriculum in the school because it underlined the fact that maybe some of the things that we suspected we needed, we now know that we need and ought to get busy and try doing something about them.

Eggleston: One more suggestion for those students with aptitude who have expressed an interest in and want some training in a particular area; possibly their names could be referred to State Employment Service, or at least the student could be told about the State Employment Service as a link between the job and the worker.

Cumberland High School - Lee Dosch, Counselor

In regard to the Work Evaluation Service Unit; we sent seven students to Rice Lake to be evaluated. The first group of four were very good students and vocationally oriented. Two were seniors and two were juniors. One of these students was a diabetic and was interested in what would be appropriate for his physical well-being, as well as for his interests and abilities. These four all expressed the feeling that they enjoyed the experiences; but of course, that was true of all seven of the students--they all enjoyed the experience very much and all felt it was a worthwhile activity for them. Of the first four, I can't honestly say that the evaluation affected their decisions greatly. However, they all expressed an interest in finding out more about their talents along these different lines. These good students actually did quite well in all the different stations. It is true that the experience gave these better students the feeling of having a wide variety of vocations open to them. In a couple of cases, the students did say, "I did pretty well on that work sample, but I don't think I want to be involved in that work."

For the last group, we picked students who were more or less potential dropouts. They represented the other end of the scale from the first group. There was one freshman and two sophomores. The freshman, for all practical purposes, had dropped out of school before the evaluation took place, but we encouraged him to come back especially to participate in the evaluation, thinking it might cause him to continue in school. He attended the evaluation all four days and he was very much interested. He hadn't been in school four days in a row for an awful long time; and we haven't really seen him since. I would hope that the experience helped him to realize the importance of staying in school. I shouldn't say that I haven't seen him, because he stopped in at my office one day last week to inquire about a summer job. His older brother had dropped out of school, too, and he is doing all he can to encourage the younger brother to continue in school.

Contrasted with the first group, there was much more variation in the quality of work this second group did at the various work stations. This probably helped them more because it enabled them to narrow their choices down to those things they could do well and enjoy.

Rice Lake Senior High School - Bruce Tasker, Guidance Director

The students of Rice Lake High School who participated in the Work Evaluation Programs made available to them through the Barron County Sub-Project really appreciated their experience. They learned and they enjoyed the learning very much. They certainly appreciated the individual sessions with the work evaluator and her evaluation of them, particularly as it pertained to what she had learned about them through the various programs. Yes, we really think it is a very fine opportunity for our students. It would be Utopia, of course, if we could have the work evaluation programs with a full-time staff member housed in our own school building so that it could be a continuous ongoing situation. This would be tremendous!

We are very happy with the results of the work evaluations; not only because of the reports and recommendations, but because the experience served as a stimulator to cause students to think about their future. I'm sure some of the kids left school for the Work Evaluation Service Unit feeling that this was an opportunity to escape classes. I believe that when they got down there and got into the evaluation, they became very business-like. When they had gone through one of the programs, they realized the benefits to themselves and tried to do an even better job on the next one. Indeed, the experience has a value as far as its basic purpose is concerned and that is to help kids choose a vocation.

Here at Rice Lake, we gave preference to the seniors, primarily, because we felt this probably would be their last chance to have the work evaluation experience. I would like to see sophomores have this same opportunity to provide them, through counseling, with direction for choosing courses in keeping with their aptitudes and interests. The sophomore and junior years are good years in which to provide career exploration opportunities. We give the OVIS (Ohio Vocational Interest Survey) test to juniors and, thereafter, for quite awhile, we have a lot of juniors coming to dig up more information about possible careers. I think we have to be realistic though; I think we have to recognize that we do have a certain group of kids that just aren't going to make up their minds on a career by the time they are through high school and I am not alarmed at this. Some of our more talented students did well in all the programs they tried which told them they had but to choose. I noticed that, because of their multiple abilities, they are beginning to take a real hard look at employment possibilities. For example, many kids are interested in conservation and natrual resources, yet employment opportunities in that particular field are harder to come by these days. For the less talented students, evaluation is probably more black and white; it both identifies and eliminates possibilities.

Several school men concerned that the "Work Evaluation Service Unit" continue to be used in the Barron County area for another school year, wrote letters of evaluation and support for the need of the service. A mother of two high school age youth also expressed her appreciation of the benefits of evaluation and her concern for the continuance of the program. These letters are contained in Appendix K.

The Learning Activities Opinionnaire, which gives an indication of the style of learning preferred by the individual, was completed by 41 of the persons evaluated. A high score on certain items on the test indicates a preference for concrete learning experiences. A low score on those same items indicates a preference for abstract learning experiences. The scale ranges from 11 to 55 with 33 as an indication that the individual prefers a mix of concrete and abstract learning activities through which to gain his skills and knowledge. Column A of Table V, page III-10, indicates that 61 percent of the participants preferred, in varying degrees (34-46), concrete learning experiences. Thirty-nine percent preferred, in varying degrees (32-18), abstract learning experiences. A high score on certain other items on the LAO test identified a preference for structured learning experiences and a low score on those same items indicated a preference for unstructured learning experiences.

Column B indicates that approximately 44 percent of the individuals, in varying degrees, preferred structured learning experiences and 46 percent, in varying degrees, preferred unstructured learning experiences. Generally speaking, the 41 individuals tested, tended towards

TABLE V

Learning Styles

Column A			Column B		
Concrete to Abstract			Structured to Unstructured		
Score	Number of Individuals	Percent	Score	Number of Individuals	Percent
46	1	2.44	46	1	2.44
45	1	2.44	43	1	2.44
43	2	4.88	42	1	2.44
42	3	7.32	40	1	2.44
41	2	4.88	39	1	2.44
40	2	4.88	38	2	4.88
38	4	9.76	37	5	12.20
37	1	2.44	36	3	7.32
36	2	4.88	35	1	2.44
35	2	4.88	34	2	4.88
34	5	12.20	33	4	9.76
33	0	--	32	3	7.32
32	4	9.76	31	4	9.76
31	6	14.64	30	2	4.88
30	1	2.44	29	4	9.76
28	1	2.44	28	3	7.32
26	1	2.44	27	1	2.44
24	1	2.44	25	1	2.44
23	1	2.44	23	1	2.44
18	1	2.44			

concrete learning experiences in less structured situations. The LAO scores on an individual would be of help to teachers planning learning experiences to meet the needs of designated individuals. The following table shows the paired scores of each of the 41 individuals tested.

It is of interest to note in Table VI that the individual indicating the greatest preference in the group for abstract learning situations also indicated the strongest preference in the group for structured learning experiences.

Table VI

Paired Scores of Individuals (Lao)

Concrete vs. Abstract I	Structured vs. Unstructured II
46	31
45	29
43	36
43	29
42	29
42	38
42	28
41	37
41	32
40	31
40	23
38	38
38	32
38	30
38	28
37	37
36	42
36	28
35	35
35	27
34	39
34	37
34	34
34	33
34	32
32	38
32	33
32	33
32	25
31	43
31	36
31	34
31	33
31	31
31	29
30	36
28	37
26	30
24	37
23	40
18	46

When the evaluation of the participants was finished, they were asked to complete a post evaluation questionnaire. Following are the tabulated responses of the 43 individuals who completed the questionnaire.

Post Work Evaluation Summary

Question I - Write your opinion of the following: (Appendix L)

A. I believe that the written tests were:

4 indicated by "dumb" or "weird" that the tests were not worthwhile.

4 did not respond.

35 made comments from "O.K." to "great," followed by such statements as:

--"Fairly accurate in telling me which occupations I am interested in."

--"Showed me what I was capable of doing."

--"Very worthwhile - pointed out some things I hadn't realized before."

--"Good to learn about areas you would enjoy working in."

--"I had no idea before what my ability was or what I wanted to do."

--"Easy, but tricky."

B. I think the work samples were:

100% of the participants rated the work samples from "O.K.," "good," "very good," "neat," to "Great!" and added such comments as:

--"Very interesting."

--"Fun and very challenging."

--"Excellent and helpful."

--"A different way of teaching and schools should try it."

--"Nice! Proves I can do things."

--"Interesting, but too much male-oriented."

--"Easy - covered basic principles."

--"A lot of fun - I learned."

--"Good, but slow."

--"Helped me eliminate things I really don't want to do."

--"I had to ask myself, 'do I want to do this?'."

--"Very good - have learned more in the last three days than in the two years previous."

--"Very good - have had opportunities I have never been exposed to before."

Question 2 - What Work Samples did you complete? List them, starting with the one you liked most, ending with the one you liked least.

5 was the average number of work samples completed.

Question 3- Test results and the work samples showed that my vocational interests were:

9 - Completely different from what I expected.

22 - Similar to what I expected.

10 - Exactly the same as I expected.

2 - did not respond.

Question 4 - Do you feel the evaluation was a worthwhile experience? ___yes ___no Why?

100% checked yes and added comments such as:

--"work at your own rate and find out how much you can do"

--"gave me answers as to what I can do for a career"

--"know what it was like to do more things"

--"made me more sure of what I would like to be doing and what is expected of me"

--"know more about jobs available"

--"showed me my strong points"

--"showed me where I need more help"

--"made me more aware of jobs available and the education required"

Question 5 - Comments or recommendations:

29 individuals made statements indicating they had enjoyed the experiences and benefited from it very much. Several added that every student should have a chance at evaluation.

14 did not comment.

Counselors and School Administrators Meeting

Twenty of the twenty-one persons who attended the workshop for school administrators and counselors on the use of the information generated by the "Work Evaluation Service Unit" completed an evaluation form. The following table indicates that the workshop was of some degree of help to all participants.

TABLE VII

March 19 Workshop Evaluation

	OMIT		NO HELP		LITTLE HELP		SOME HELP		HELPFUL		VERY HELPFUL	
	N	%	N	%	N	%	N	%	N	%	N	%
1. The presentations given increased my understanding of what Work Evaluation programs are designed to do.							1	5	10	50	9	45
2. The presentations given increased my understanding of the reports generated by the Work Evaluation Service Unit.					1	5	2	10	11	55	6	30
3. The presentations given increased my understanding of the benefits of Work Evaluation programs to students.							4	20	4	20	12	60
4. The presentations given increased my understanding of the benefits of Work Evaluation reports to teachers.							8	40	3	15	9	45
5. The presentations given increased my understanding of the benefits of Work Evaluation reports to school curriculum.					1	5	4	20	7	35	8	40
6. The presentations given increased my understanding of my part in the success of the occupation exploration workshops to be held June 2 - June 30, 1975.	1	5							2	10	17	85

Space was provided at the bottom of the evaluation form for additional comments and suggestions. Nine persons made comments as follows:

--Need further evaluation of other work evaluation units in other parts of the State.

--I am confident the workshops will go.

--I am completely sold on the concepts of this project. Hopefully it will increase awareness of the world of work in our high school students and thus make their education more meaningful.

--Too much material for the time allotted.

--I found Mr. Abrahamson's explanation very informative.

--Presentations were of a positive nature with good constructive use of work evaluation utilization.

--I am especially interested in the summer occupation exploration workshops.

--I feel that I was quite familiar with the reports having had students involved in this project.

--Have been exposed to this during several other meetings. Good presentations.

Career Exploration Workshops

One hundred and thirty-five individuals participated in the thirteen two-day occupational cluster workshops conducted by Wisconsin Indianhead Technical Institute-Rice Lake campus. The participants were asked to complete a pre-career workshop evaluation form and a post-career workshop evaluation form (see Appendix L). Seventy-four pre-tests and 103 post-tests were returned to UW-Stout for analysis. Fifty of these tests could be paired. The first five questions on the two tests were the same and revealed the following information as per the 50 pairs:

Twenty-five of the students were males and 25 were females.

The occupational clusters and career choices as per questions 2 and 3 were:

June 2 & 3 Construction

1 Heavy equipment operator

June 3 & 4 Product Services

2 Electronics

3 Machinist

4 Auto mechanics one of whom indicated on the post-test that he had changed to telephone lineman.

1 Small engine repairs

June 6 & 9 Communications and Media

5 Broadcasting

1 Advertising

1 Art - post-test indicated change to parts writer or announcer

1 Counselor, teacher, social services or actress

1 Law

1 Writer for newspaper post-test indicated a change to teaching

1 School counselor

1 Teacher

1 Photographer

June 12 & 13 Business and Office Occupations

2 Accountant

4 Office worker - one post-test indicated a change to practical nurse

June 13 & 16 Transportation

2 Airline stewardess

2 Auto repair

1 Truck driver

1 Pilot

June 17 & 18 Natural resources and environment

1 Forestry and wild life

1 Game warden

1 Work-out-of-doors

June 18 & 19 Personal Services

2 Undecided pre and post-tests

1 Personal services - post-test indicated nurse

1 Beautician

June 19 & 20 Fine Arts and Humanities

2 Fine arts

1 Professional dancer

1 Drama - post-test indicated disc jockey

1 Not sure both pre and post

June 20 & 23 Home Economics and Homemaking

2 Home Economics

Question 4 - Sureness of Career Choice

Change	-4	-3	-2	-1	0	+1	+2	+3	+4
Number	0	0	2	5	26	15	2	0	0

Seventeen students (34%) indicated that they were made more sure of their career choices through the workshops. Seven students (14%) indicated that their experiences through the workshop had caused them to be less sure of their decision. Twenty-six students (52%) indicated that they had not changed their degree of sureness of choice because of the career exploration workshops.

Question 5 - Amount of Information About Career Choice

Change	-4	-3	-2	-1	0	+1	+2	+3	+4	Omit
Number	0	0	0	4	27	13	4	1	0	1

Eighteen students (36%) indicated they had increased their knowledge of their chosen career through the workshops. Four students (8%) indicated that they had less information about a chosen career. A change in career choice could very probably bring about such a situation.

The pre-Career Workshop questionnaire asked four other questions primarily to cause the individual student to begin to think about the foundation on which he was building his career. The tabulations of the responses on the 50 paired pre-tests follow:

Question 6 - Time Spent Studying About Career Choice

Choices	none		1-2 hours		10 hours		20 hours		Sem. course	
Number	no	%	no	%	no	%	no	%	no	%
Students	14	28	16	32	2	4	6	12	12	24

Question 7 - Work Experience in Career of Choice

Choices	none		few hours		one summer		two summers		part-time 2 or more	
Number	no	%	no	%	no	%	no	%	no	%
Students	25	50	7	14	7	14	1	2	10	20

Question 8 - Extent familiar with activities of persons in career of your choice

Choices	Not familiar		Slightly familiar		Familiar		Very familiar	
Number	no	%	no	%	no	%	no	%
Students	10	20	20	40	16	32	4	8

Question 9 - Familiarity with skills and knowledge required by life style of occupation, salary, hours etc.

Choices	Not familiar		Slightly familiar		Familiar		Very familiar	
Number	no	%	no	%	no	%	no	%
Students	12	24	22	44	16	32	0	0

A tabulation of the responses to the post-test question 6, 7, 8 and 9 by the paired group (50) follows:

Question 6 - Has this career exploration experience caused you to change your career choice?

Yes 2 Maybe 22 No 26

Question 7 - Has this experience caused you to consider other careers?

Yes 19 Maybe 20 No 11

Question 8 - Will this experience cause you to seek out further information on your career choice?

Yes 33 Maybe 16 No 1

Question 9 - Has this experience made you more aware of the process of selecting a career?

Yes 42 Maybe 4 No 4

Question 10 -Has this experience been worthwhile to you?

Definitely yes 21 No 0

Yes 26 Definitely no 0

Undecided 3

Question 11- What was the most important part of this experience to you?

43 in the paired group indicated that the tour was most important.

1 - Indicated that all of the workshop was important.

1 - Learning what it takes to get started.

1 - Told me what background I need.

1 - You really have to be good at your particular job.

3 - Did not respond to the question.

Question 12- How could this experience have been improved?

8 - Indicated that the experience could not have been improved on.

7 - Would have liked more time at each tour site.

3 - Would have liked a closer look at equipment.

3 - Would like to have visited more places.

2 - Suggested a better bus.

2 - Visit better appliance places.

2 - Don't be so picky about where to eat.

5 - Did not respond to the question.

17 - Persons each made one of the following suggestions:

--more visuals on the specific areas

--more information from speakers at school

--continue developing the present format

--smaller groups on tour site

--more explaining of equipment, etc.

--visit a place where heavy equipment is sold or repaired

--more talking and defining at tour sites, also some rest once in awhile

--more about qualifications needed

--tour speaker louder

--guide might have been better

--skip the video tape

--don't talk so much about Bob

--more time for lunch

--art gallery tour too long

--not so much art

--leave for tour at 8:30 a.m.

--first day dragged

--walking was long

A compilation of the information from all of the pre-Career Workshop Survey Forms (the 50 paired reported above and the 23 unpaired) follows:

Forty-two of the 73 students for which the project has pre-career workshop survey forms were males and 31 were females.

Question 4 - How sure are you of your career choice?

Degree	not sure		partly sure		sure		very sure		definitely sure		omit	
Number of	no	%	no	%	no	%	no	%	no	%	no	%
Students	19	26	27	37	13	18	10	13.7	3	4	1	1.3

Question 5 - How much information do you have about your career?

Degree	none		very little		some		considerable		alot of info.	
Number of	no	%	no	%	no	%	no	%	no	%
Students	8	11	23	31.5	26	35.5	14	19	2	3

Question 6 - How much time have you spent studying information about your career choice?

Degree	none		1 to 2 hours		10 hours		20 hours		semester course	
Number of	no	%	no	%	no	%	no	%	no	%
Students	19	26	23	31.5	5	6.8	8	11	18	24.7

Question 7 - How much work experience have you had that is related to your career choice?

Degree	none		a few hours		one summer		two summer		part-time 2 or more years	
Number of	no	%	no	%	no	%	no	%	no	%
Students	29	40	15	20	9	12	4	5	16	23

Question 8 - To what extent are you familiar with the activities a person working in the career of your choice must perform?

Degree	not familiar		slightly familiar		familiar		very familiar	
Number of	no	%	no	%	no	%	no	%
Students	13	18	27	37	21	29	12	16

Question 9 - How familiar are you with the working conditions involved in the career of your choice such as: skills and knowledge required of you, life style associated with the occupation, salary, work schedule, etc.?

Degree	not familiar		slightly familiar		familiar		very familiar	
Number of	no	%	no	%	no	%	no	%
Students	15	20.5	30	41	23	31.5	5	7

A tabulation of the total numbers of post-career workshop forms (50 paired and 54 unpaired) received by UW-Stout revealed the following information: Forty males and 64 females completed post-career workshop survey forms.

Question 4 - How sure are you of your career choice?

Degree	not sure		partly sure		sure		very sure		definitely sure	
Number of	no	%	no	%	no	%	no	%	no	%
Students	21	20	45	43	23	22	10	10	5	5

Question 5 - How much information do you have about your career choice?

Degree	none		very little		some		considerable		alot	
Number of	no	%	no	%	no	%	no	%	no	%
Students	4	4	24	23	50	48	24	23	2	2

Question 6 - Has this career exploration experience caused you to change your career choice?

Yes 5 (5%) Maybe 49 (47%) No 50 (48%)

Question 7 - Has this experience caused you to consider other careers?

Yes 46 (44%) Maybe 38 (37%) No 20 (19%)

Question 8 - Will this experience cause you to seek out further information on your career choice?

Yes 71 (68%) Maybe 28 (27%) No 5 (5%)

Question 9 - Has this experience made you more aware of the process of selecting a career?

Yes 87 (84%) Maybe 11 - (10%) No 6 (6%)

Question 10 - Has this experience been worthwhile to you?

Degree	definitely yes		yes		undecided		no		definitely no	
Number of Students	no	%	no	%	no	%	no	%	no	%
	47	45	50	48	7	7	0	0	0	0

Question 11 - What was the most important part of this experience to you?

79 (76%) said the tour was most important

6 (6%) said getting to know about the kinds of jobs there are in the different fields of work

3 (3%) indicated the speakers were most important

2 (2%) said the way you can pick your career to match your aptitude

10 (9%) each made one of the following comments:

--all of the workshop was important

--learning what it takes to get started

--you really have to be good at your particular job

--seeing how education and teamwork play an important part in a career

--talking to the workshop director on the bus

--the way you can pick a career matched to your aptitudes

--showed the bad points of a career

--helping people with problems and giving help to those who don't think they need it

--was undecided

4 (4%) did not respond to the question

Question 12 - How could this experience have been improved?

22 (21%) indicated that the experience was great as it was.

23 (22%) would have liked more time at the tour sites.

5 (5%) would like to have visited more tour sites.

3 (3%) would liked more information on the clusters before the workshops to enable them to ask better questions.

3 (3%) have speakers make a short presentation and allow time for questions and one to one talk.

3 (3%) felt the first day was a repeat of information they already had.

3 (3%) would have liked a closer look at equipment on tour.

3 (3%) better bus ride

2 (2%) visit better appliance places

2 (2%) don't be so picky about where to eat

2 (2%) the first day dragged

2 (2%) should have purchased a map sooner

2 (2%) should have more members in group

2 (2%) more visuals and handouts on specific areas

20 (19%) each made one of the following suggestions:

--Member of agriculture group would like to have visited a farm.

--Have an assembly line worker as a speaker.

--More information from speaker at school.

--Continue developing present format.

--A member of the largest tour group suggested small groups for tour sites.

--More explaining of equipment, etc.

--Visit a place where heavy equipment is sold or repaired.

--More talking and defining on tour site also some rest once in awhile.

--More about qualifications needed.

--Tour speakers talk louder.

--Guide might have been better.

--Skip the video tape.

--Don't talk so much about Bob.

--More time for lunch.

--Art gallery tour too long.

--Not so much art.

--Leave for tour at 8:30 a.m.

--Walking was long.

--Be more specific about fields.

--Don't know.

7 (7%) --Did not respond to the question.

It is evident from the responses of the student that the workshops were very worthwhile for the participants. Work is an essential part of life and if students are helped to match their abilities, skills and personal values to the job - work can be pleasurable.

It is the plan of the Wisconsin Indianhead Technical Institute and the UW-Stout that the impact of the workshops continue to be of benefit to all the secondary students of the ten participating schools through the use of the curriculum and transparencies developed for each of the fifteen clusters, the slides made of the tour sites and the video tapes of the "on campus day" presentations.

Marriage and Family Counseling

The team of marriage counselors evaluated their progress with each of the cases referred to them by the various agencies. They formulated the following scale of five degrees of growth as the measure for their success:

1. high growth
2. some growth
3. little growth
4. undecided
5. no growth

The cases with which the counselors worked and the referring agencies are identified in Chapter 2, pages 13, 14, 15 and 16.

Table VIII

Co-Counselors Estimated Degree of Growth by the Entire Family

A.	Child Abuse	1.	Alleged neglect and abuse.	no growth
		2.	Juvenile threatened.	little growth
B.	Child/Parent	1.	Lack of Control of children.	some growth
		2.	Misunderstandings between foster parents and child.	some growth
C.	Communication	1.	Failure to talk through problems to reach understanding.	some growth
		2.	One team member won't talk.	some growth
		3.	Lack of communication.	some growth
D.	Divorce	1.	Serious divorce consideration.	undecided
		2.	Serious divorce consideration.	undecided
		3.	Divorce consideration.	little growth
		4.	Divorce consideration.	little growth
		5.	Serious divorce consideration.	high growth
		6.	Serious divorce consideration.	undecided
		7.	Separation and divorce consideration.	undecided
E.	Juvenile Delinquency	1.	Sibling in home for juveniles.	undecided
		2.	Conflicts due to daughter's pregnancy.	undecided
		3.	Two young siblings acted	some growth

	4. Sibling expelled from school.	little growth
	5. Stealing on the part of a sibling.	some growth
	6. Oldest sibling involved with drugs.	some growth
	7. Oldest sibling on probation.	undecided
F. Marital Relationship	1. Conflicting role expectations.	no growth
	2. Lack of intimacy, cooperation and communication between spouses.	high growth
	3. Poor relationship between spouses.	little growth
	4. Poor marital relationship which appeared to be the root of child's problems in school.	some growth
	5. Conflict as a result of former marriage.	undecided
	6. Husband and wife not getting along.	some growth
G. Psychosis	1. Spouse beating as a result of drug flashback.	high growth
	2. Parent and sibling both diagnosed schizophrenic.	high growth
H. Individual	1. Feeling of insecurity - low self-concept.	little growth
	2. Problems with friend of opposite sex.	no growth

Of the thirty-one cases

4 (12.8%) showed high growth
10 (32.0%) showed some growth
6 (19.0%) showed little growth
8 (25.6%) counselors were undecided
3 (9.6%) showed no growth

The counselors did see some degree of growth in 64% of the cases referred to them.

Seven letters evaluating the services rendered by the team of marriage and family counselors are contained in Appendix M . These letters were written by individuals whose clients were served by Barbara and Gary Yeast.

Two case studies are included in Appendix N as evidence of the type of service performed by the co-therapists.

In addition to their work with families and individuals the co-therapists worked with several other groups as shown in Chapter II pages 16 and 17. On February 23, 1975 the co-therapists made a presentation on "Relationships in a Healthy Family - The Key: Communications." The outline of that presentation is contained in Appendix J.

Table IX summarizes the evaluations by sixty-one of the individuals who participated in that meeting.

TABLE IX

EVALUATION OF COMMUNICATIONS PRESENTATION

Items	Omit		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	No	%	No	%	No	%	No	%	No	%	No	%
1. This presentation has helped me better understand myself.	2	3.28	1	1.64	2	3.28	16	26.24	33	54.12	7	11.48
2. This presentation helped me better understand my family.	1	1.64	--	--	4	6.56	19	31.16	34	55.76	3	4.92
3. This presentation has helped me learn specific skills in communication, such as shared meaning, checking out, documentation, "I" statements, etc.	--	--	--	--	2	3.28	14	22.96	37	60.68	8	13.12
4. I would recommend this presentation to other people.	--	--	--	--	2	3.28	7	11.48	36	59.04	16	26.24

5. Additional comments:

Fourteen of the participants added comments as follows:

--I believe that these talks are of help to some people but some do already realize this.

--If you're going to use statistics about anything concerning people and their social environment state your source and how old they are. Unexplained statistics are I think dehumanizing. Thank you for your time. Peace.

--Very good.

--Presentations like this don't normally have an effect till years later.

--I hope that I can apply what I have learned today and have as successful a marriage as the two of you have.

--I really enjoyed it and I think it will help our relationship a lot.

--I think it could be better if there was more time.

--Very interesting and helpful.

--You talked too much in an "out of the book way" instead of getting down to a more personal level.

--Everything that was said today is said to a Home Ec. class in school. I thought it was useless.

--I agree, but I have had all of this before.

--The presentation was good but moved too fast. Wasn't enough time to think things through. But it was good.

--I enjoyed the talk very much and it did help me to understand more and I hope I can carry it through to my own family.

--We think you should express your personal life more.

The co-therapists attempted a three lesson class in "Development of Feelings in Children." This was to have been a small group of couples - eight couples had agreed to participate. When the drivers went to pick up the couples, each of the couples had a reason as to why they could not attend. The class was cancelled.

On June 7 the co-therapists conducted a "Couples Communication" workshop for Manpower enrollees. Again the persons for whom the workshop was intended found that they could not attend. June 7 was a Saturday. It was believed that to attract these couples the workshop would need to be conducted on a work-day as a part of the regular work schedule. The four individuals who did attend evaluated the workshop as follows:

TABLE X

Evaluation of Couples Communication Workshop

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1. This workshop has helped me better understand myself.				4	
2. This workshop helped me better understand my family.				4	
3. This workshop (see dittoed sheet attached.)				3	1
4. I would recommend this workshop to other people.				2	2

5. Additional comments:

--This is a good way to learn to communicate with others. It is informal and comfortable.

--Material and participation was good. Need more people to better evaluate.

--Liked very much the shared meaning and the "checking out" parts.

Recommendations

Based upon the experiences which involved the development and implementation of this project the following recommendations are made:

1. Continue to use the Work Evaluation Service Unit to assess the vocational interests and needs of all secondary school and older youth in Barron County who are capable of benefiting from the experience.

2. Continue to provide career education for all secondary school age youth through career cluster workshops scheduled at various times throughout the year.

3. Conduct inservice workshops for teachers of all grades, K - 12, to promote the dissemination of career information appropriate to the grade level.

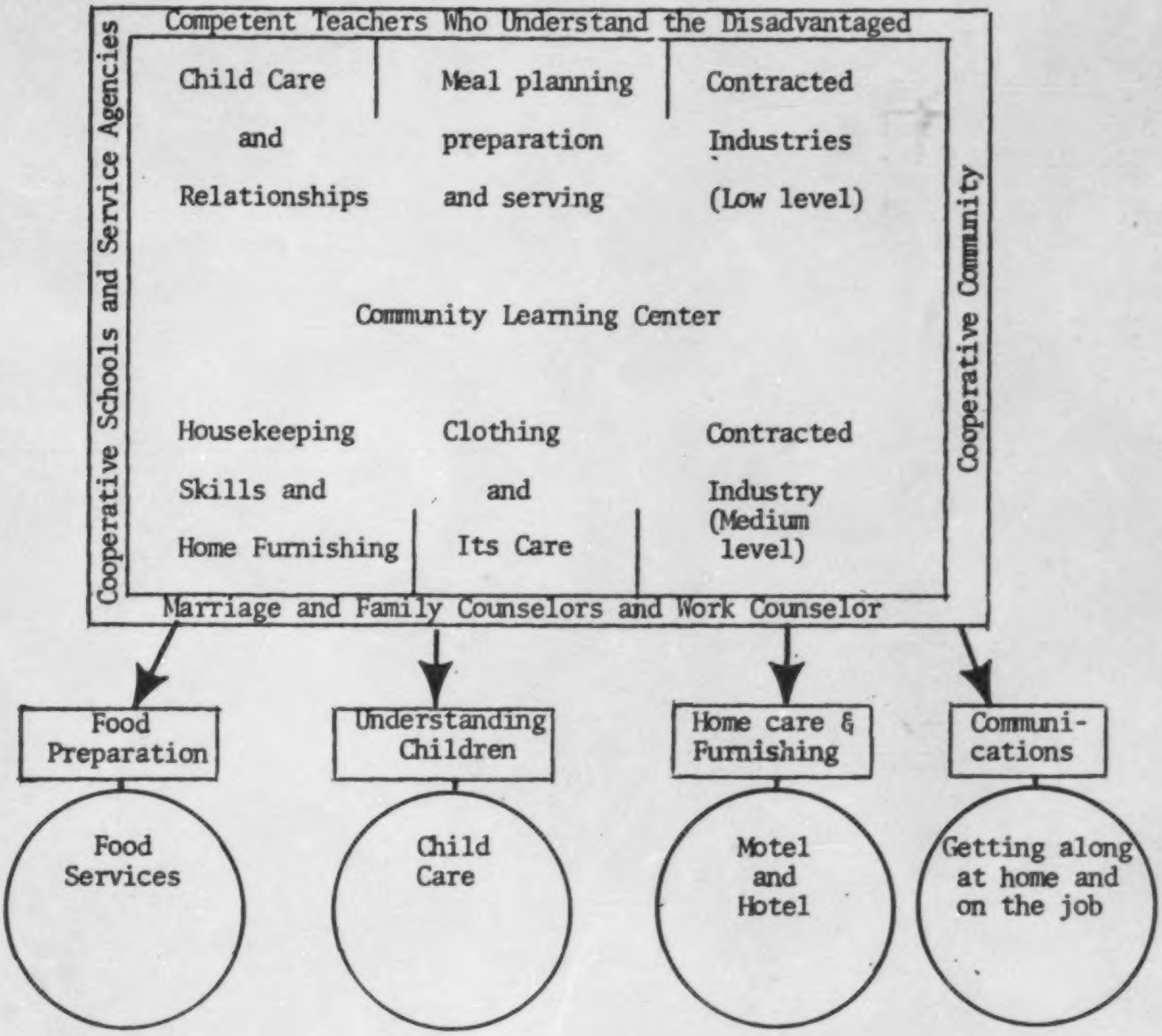
4. Organize a career education advisory committee for the Barron County area schools consisting of one staff member and one student from each school for the purpose of communicating with both staff and students in regard to future career exploration activities.

5. Establish a Community Service Center in which all agencies concerned with the welfare of disadvantaged families work together to provide a situation in which the disadvantaged would daily work at developing living skills to improve their personal living situations and contribute to their potential employment.

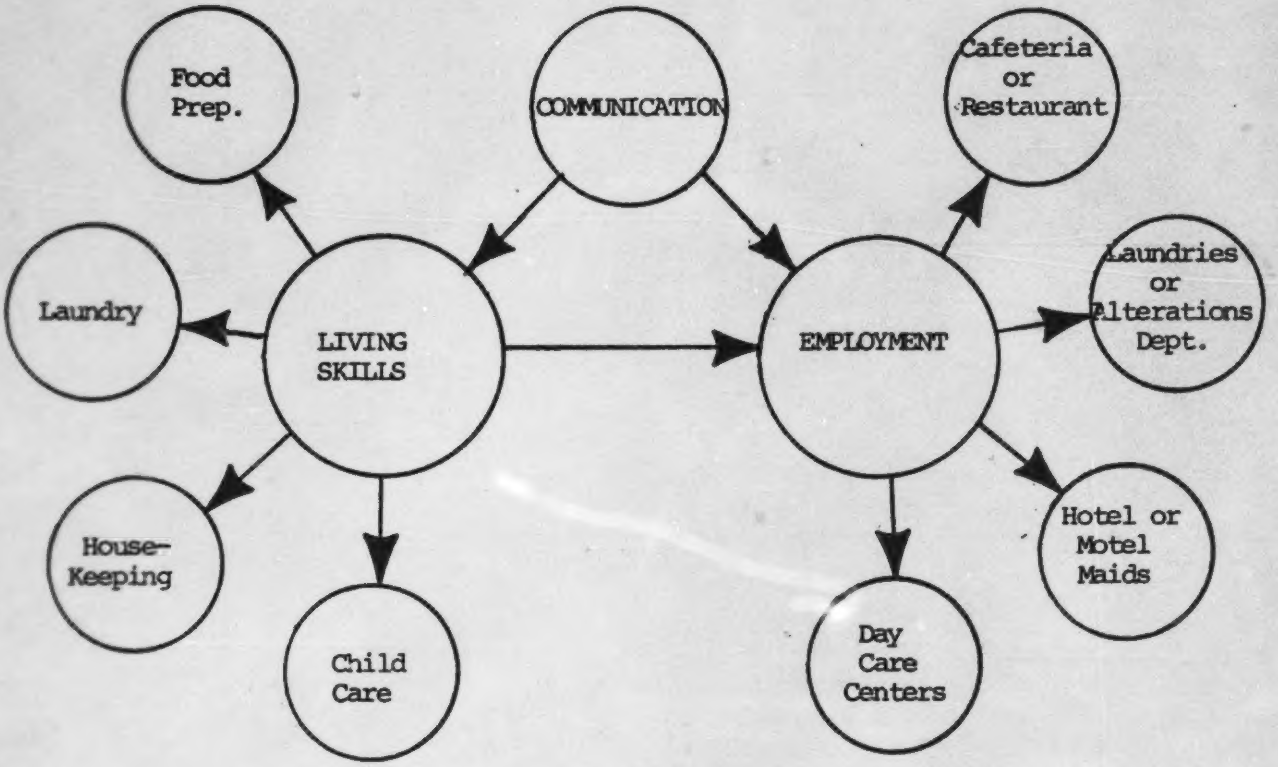
The identified disadvantaged families or family members of the Barron County Area would be invited to "The Learning Center" where programs would be designed to meet their needs. Credit (high school and beyond) would be given for competencies achieved. Individuals would receive salaries in keeping with the level of their competencies. All participants would be required to take classes in the living skills area and in so doing they would plan, shop under supervision, prepare and serve the meals needed at the center; take care of the linens used at the center and the clothing of young participants; participate in all the housekeeping skills involved in keeping the building in top condition; care for the small children of individuals involved in the project and apply the skills involved in relating to other people on the job. Educationally disadvantaged persons like all other learners vary in their ability to grow; therefore it is proposed that these people continue working at a particular living skill day after day until a saleable level of skill is reached.

Activities for the children involved at the center would include setting up a play store or similar project that would begin to build a concept of work. Buying, selling, caring for their project, relating to others effectively would be an integral part of play. Such activities would be aimed at developing a positive attitude toward work and assuming responsibility for the success of a group project.

A Community Center Concept
for
The Barron County Area


Competent Teachers Who Understand the Disadvantaged
Cooperative Schools and Service Agencies
Cooperative Community
Child Care and Relationships
Meal planning preparation and serving
Contracted Industries (Low level)
Community Learning Center
Housekeeping Skills and Home Furnishing
Clothing and Its Care
Contracted Industry (Medium level)
Marriage and Family Counselors and Work Counselor
Food Preparation
Understanding Children
Home care & Furnishing
Communi-cations
Food Services
Child Care
Motel and Hotel
Getting along at home and on the job

A Community Center Concept for the Barron County Area would be a long range project with an increasing budget for each successive year giving opportunity for expansion as the real needs of the participants are known and their confidence is gained.


Food Prep.
COMMUNICATION
Cafeteria or Restaurant
Laundry
LIVING SKILLS
EMPLOYMENT
Laundries or Alterations Dept.
House-Keeping
Child Care
Day Care Centers
Hotel or Motel Maids

The contracted industries would provide an opportunity for all participants to at some time practice the skills inherent to getting along with other people on the job and at the same time orient them to the world of work.

This project would of necessity provide a wide range of activities to determine interest and aptitudes. Work evaluation programs such as Singer, Jevs, etc. would be an important part of the work related training. Recreation facilities would be needed not only to build the body but also to develop the feeling of team play and loyalty to a team. Counselors to aid in developing a genuine interest and pride in work would be an essential part of this project. Marriage and family counselors would work with family members of the individual being served to provide a family approach to all problems.

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Appendix A
Initial Interview Form

Vocational Evaluation Service Unit
Barron County Sub-Project
Rice Lake, Wisconsin

Initial Interview Form

PLEASE PRINT DATE ____________________

GENERAL HISTORY:

Name ________________________ Maiden Name ____________________
Last First Middle (if married)

Date of Birth __________________ Color Eyes ________ Color Hair ________
month day year

____
Local street address city state zip code

____
Permanent street address city state zip code

Home Phone ________________ Business Phone ____________________

Social Security No. ______________ Do you have a driver's license? __________

In case of emergency call ____
name telephone

____
address relationship

Single ____ Married ____ Widowed ____ Divorced ____

Husband's or wife's name ________________ Occupation ________________

Number of children ______ Ages ______________________________

PHYSICAL HISTORY:

Height ____ Weight ____ Hearing ____ Vision ____ General Health: Poor ___ Fair ____ Good ___ Exc ___

Any disabilities or handicaps? ______________________________________

Describe disability or handicap ____________________________________

____

Do you have any physical or health limitations? ____ If yes, describe __________

____

____

Are you presently taking medication? If so, what kind? ______________________

____

Have you ever received Workmen's Compensation? _____ When? ______________

Why? ____

How many days of work or school have you missed in the last year? __________

Why? ____

EDUCATIONAL HISTORY:

How many years of schooling have you had? 1 2 3 4 5 6 7 8/9 10 11 12/13 14 15 16 17
(circle one above)

Age at leaving school ______________ Did you graduate? ______________

Courses most liked: ____

Courses least liked: ____

Technical or business school ______________________________________

Major: ____

Years attended ____

Certificate or degree ____

Do you plan any future schooling? ____ What type? ______________________

SOCIAL HISTORY:

Do you live with ____parents ____spouse ____roommate ____alone ____other

Do you ____own your home ____rent

What are your interests or hobbies? ______________________________________

____

Special talents or abilities ______________________________________

____

What is or was your father's vocation? ______________________________

FATHER'S Education ________________ MOTHER'S Education ________________

MILITARY SERVICE:

Veteran? ____yes ____no

Date discharged ____________________ Type of discharge ____________________

Special Training: ____________________

Describe your present military obligations: ____________________

Are you eligable for any veterans benefits? ____yes ____no

If yes, describe ____________________

EMPLOYMENT HISTORY: (Begin with most recent)

1. Employed at ____________________ Job Title & Description __________

____________________ Salary __________

Length of Employment __________ Reason for Leaving ____________________

2. Employed at ____________________ Job Title & Description __________

____________________ Salary __________

Length of Employment __________ Reason for Leaving ____________________

3. Employed at ____________________ Job Title & Description __________

____________________ Salary __________

Length of Employment __________ Reason for Leaving ____________________

Which of the above jobs did you like best? ____________________

Why? ____________________

What kinds of work are you fairly confident you can do satisfactorily? __________

____

Do you prefer: Full time ____ Part time ____ Why? __________ Salary? ______

What position would you like to have? ____________________

What do you expect to gain from this evaluation? ____________________

____

Appendix B
Letters to School Administrators

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

Thank you very much for my good visit with you on Tuesday morning, November 12. This letter is to confirm our discussion of that day.

The Barron County Sub-project is offering to each of the seven senior high schools of Barron County and the three high schools outside of Barron County serving Barron County students, the opportunity to send three students to the Work Evaluation Service Unit, located at 33 Ann Street in Rice Lake, without cost. The purpose being not only to help the student, but also to introduce the schools to the Work Evaluation Service Unit.

The following criteria will help you select students that can best be served by our unit:

1. a resident of Barron County
2. sixteen years of age or over
3. capable of benefiting from the experience
4. in need of vocational exposure to assist in selecting a future occupation.

Your school counselor will need to supply the Work Evaluator with background information on the students. Also, the counselor should be prepared to make an appointment for staffing with the Work Evaluator on completion of the evaluation. The evaluation process will take three days--possibly four.

We would be pleased to have the Prairie Farm students participate in the Work Evaluation program offered by the Barron County Sub-project. The cost to your school would be the transportation to and from Rice Lake and the noon lunches for the participating students. The food service department of the Wisconsin Indianhead Technical Institute (also located on Ann Street) will supply the "special of the day" plus milk to the participating students at $1.46 per lunch.

Do feel free to visit the Work Evaluation Service Unit at your convenience. Just call Lynn Taylor, the Work Evaluator at the Service Unit and tell her you are coming. Her number is 234-3803. To schedule appointments for student evaluation, also call Lynn Taylor. Lynn will look forward to hearing from you.

Sincerely yours,

Esther Brown

(Mrs.) Esther Brown, Coordinator
Barron County Sub-Project

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

November 27, 1975

Mr. Bruce Tasker, Guidance Director
Rice Lake Senior High School
30 S. Wisconsin Avenue
Rice Lake, Wisconsin 54868

Dear Mr. Tasker:

Lynn Taylor reported that Rice Lake High School accepted our invitation to send three students as participants to the Barron County Sub-Project Work Evaluation Service Unit. That was good news! We are eager for students to be aware of the value of hands-on experience as it relates to the choice of a vocation.

All schools serving Barron County students who qualify for the Barron County Project are invited to have those students evaluated without cost to the school. Those students must come to the Barron County Sub-Project through Mr. La Verne Iverson, leader of the Barron County Project. Your school will be responsible for the transportation to and from the unit and the cost of the noon lunches for the participating students. The purpose of my sub-project is to serve the disadvantaged identified through the Barron County Project. We have three well qualified staff members: a work evaluator plus a team of marriage and family counselors and we urge you to make the best possible use of their services.

Sincerely yours,

Esther Brown

(Mrs.) Esther Brown, Coordinator
Barron County Sub-Project

lks

cc: Mr. Louis King
Mr. La Verne Iverson

Appendix C

I. Invitation to the Workshop
II. March 19, 1975 Workshop Agenda
III. Sample of Report Sent to the Referring Agency
IV. Materials by Mr. Bernie Abrahamson
  - Presentation Outline
  - Work Credit Program
  - Policy for Work Credit Program
  - Pupil Personnel Committee

March 10, 1975

Last fall several school administrators and counselors expressed an interest in knowing more about the benefits of work evaluation programs. In keeping with the request the Barron County Sub-Project has planned a workshop in which you are invited to participate. The discussion will be concerned with the information generated through the Work Evaluation Service Unit.

WHEN: Wednesday, March 19, 1975, 1:00 - 4:00 p.m.

WHERE: Field Services Building, WITI Campus, 33 Ann Street, Rice Lake, Wisc.

WHO: Counselors and school administrators

WHAT: Lynn Taylor and George Petrangleo, Work Evaluators, will present a sample report made to the person referring the student to the Work Evaluation Service Unit.

Mr. Bernie Abrahamson, Pupil Services Director, River Falls Public Schools will discuss the benfits of the work evaluation experiences to the student, to the school and to the teachers.

Dr. George Theis, Student Services Coordinator at WITI - Rice Lake Campus will present the plan for the two day Occupation Exploration workshops for high school students to be held during the month of June, 1975.

Coffee and donuts will be served at about two o'clock. Also the Barron County Sub-Project will pay mileage from your school if you sign a travel voucher while at the meeting.

Enclosed is a self-addressed card for your response.

Sincerely yours,

Esther Brown

(Mrs.) Esther Brown, Coordinator
Barron County Sub-Project

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Enc.

Workshop

Application of Work Evaluation

for

Counselors and School Administrators

WITI - Field Services Building - 33 Ann Street, Rice Lake, Wis
Wednesday, March 19, 1975

1:00 - 1:15	Slide presentation on Work Evaluation programs Mr. George Petrangelo & Mrs. Lynn Taylor, Work Evaluators
1:15 - 1:30	Evaluation Reports Mrs. Lynn Taylor and Mr. George Petrangelo
1:30 - 2:00	Evaluation Follow-up Techniques and Benefits Mr. Bernie Abrahamson, Pupil Services Director, River Falls Public Schools
2:00 - 2:15	Coffee and donuts
2:15 - 2:45	Questions and answer period - Mr. Abrahamson Mrs. Taylor Mr. Petrangelo
2:45 - 3:15	Occupation Exploration Workshops for High School Students June 2 - June 30, 1975 Dr. George Theis, Student Services Coordinator - WITI
3:15	Tour of the Work Evaluation Service Unit

SAMPLE REPORT

Name:______________________________ Date:______________________________

Sex:______________________________ D.O.B.:______________________________

High School:______________________ Grade:______________________________

Evaluation Period:_________________ Referral:____________________________

Referral Reason #1

______ a 16 year old high school junior, was referred to the Evaluation Service Unit to explore vocational interests, determine abilities and limitations, and assess educational assets in order to aid in curriculum planning and school performance. Of primary concern was failing of classes, poor school attendance, and lack of involvement in class work.

Referral Reason #2

______ a 17 year old high school senior, was referred to the Evaluation Service Unit to determine possible vocational interests, abilities, and work limitations. Of primary concern was exposure to various occupations to aid in a decision making process towards determining an appropriate post-high school goal. At this time ______, is uncertain of his post-high school goal.

General Description

Initial impressions were those of a tall, friendly, outgoing individual who was appropriately dressed for the evaluation. No physical limitations were observed, however ______ appeared tired during the evaluation.

______ lives with his parents and has five siblings still at home.

Work history was limited to a summer job as a farm hand for 3 years and a paper route for 2 years.

Performance

Occupational categories covered in this section of the evaluation were Bench Work, Structural, Professional, Technical, and Managerial, and Clerical Occupations. Work samples in these areas include Carpentry, Basic Tools, Bench Assembly, Drafting, Soldering and Welding, and Clerical. Performance on all work samples ranged from average to above average. ______ seemed to enjoy tasks that resulted in a tangible finished product, working with his hands, and dealing with things and objects. ______ would begin tasks without being told, follow through on a work task, follow instructions, clean up each station without being told and was not distracted by surrounding environmental noise.

Bench work occupations suggested the ability to utilize basic tools involved in carpentry, fabrication, and assembly type work. Other vocational assets include: eye-hand coordination, measuring ability, form perception, craftmanship, and safety consciousness. ____ seemed to enjoy the Carpentry and Basic Tools work samples which resulted in an excellent finished product. However on the Bench Assembly task ____ did not enjoy the repetitive type work and did not want a similar type job. Carpentry work was ____ stated job interest.

Average time and above average quality were noted on the Soldering and Welding work sample. Use of tools such as a copper tubing cutter, ruler, swedging tool, and propane torch were utilized to solder pieces of copper tubing. Improvement with task repetition was observed. ____ indicated he might like a job in this area.

Drafting suggested abilities such as: use of hand tools, numerical ability, measuring ability, craftsmanship, form perception, and eye/hand coordination. Two errors on each drawing were noted and ____ said he wouldn't mind a job in drafting.

Aptitude testing with the Bennett Mechanical Comprehension Test suggested a 95% when compared to 12th grade technical high school students.

Achievement testing with the Adult Basic Learning Exam II (ABLE) indicate a 9.0+ grade level in Reading, 9.0+ grade level in Vocabulary, 8.5 grade level in Spelling, and 7.0 grade level in Arithmetic.

Arithmetic results suggested no difficulty adding, subtracting, multiplying and dividing of whole numbers and simple fractions, but difficulty with simple algebraic computations and more complex problems dealing with fractions.

Behaviors

Interest testing with the Kuder Preference Record indicates a high interest in Mechanical, Persuasive, and Musical occupations. Jobs in these areas that ____ stated an interest were construction worker, cabinet maker, carpenter, roofer, and machine tool operator. Work sample performance and tested interest correlate with stated interests.

Work temperaments observed during work sample performance suggest that ____ would not enjoy or adapt to jobs that were short cycle repetitive type work but rather preferred situations involving a variety of duties, situations doing things under specific instructions, and situations involving the precise attainment of set limits, tolerances, or standards. (Dictionary of Occupational Titles (DOT), Vol. II, page 654).

Preferences for certain type of work activities include: situations dealing with things and objects, situations that are routine and organized, and situations resulting in tangible productive satisfaction. (Dictionary of Occupational Titles, (DOT), Vol. II, page 654).

Work behavior observed suggested _____ had a preference for work alone although _____ participated in group interaction. _____ was friendly and accepting of work assignments, with no difficulty relating to staff or co-workers. Off-task behavior was generally appropriate with the exception of tardiness twice after lunch break.

Recommendations for Referral #1

1. Curriculum Modification

    A. Objective - To increase interest and involvement in class work and school attendance, with grade improvement.

    B. Method - Possibly permitting _____ to include more shop courses in class schedule such as Woodworking II, Welding I and II, and Sheet Metal. Special projects in these classes might utilize interest areas to increase math and reading levels.

2. Work-Credit Placement

    A. Objective - Maintain interest level in a credit-related course, while allowing for job experience.

    B. Method - Possible Y.O.U. placement in mechanical related work, or non-Y.O.U. placement in interest areas. Such as Carpenter Helper, Service Station Attendent, or Mechanical related work.

3. Tutoring

    A. Objective - Increase success level with basic skills.

    B. Method - Selecting a teacher to work individually with _____ on course-work and/or special learning projects to help increase achievement levels.

4. Vocational Skills

    A. Objective - Increase interest and job knowledge with work exploration, and emphasis on job seeking and job holding skills.

    B. Method - If available, provide vocational information utilizing World of Work materials, with special emphasis on _____ primary interest area of Woodworking, and related work areas.

5. Vocational/Personal Counseling

    A. Objective - Allow closer interpersonal relationships between _____ and counselor, to build a trusting and uninhibited atmosphere. Personal concerns could be revealed and confronted, while continuing growth experience. Vocational goal setting could also be structured in order to assist in goal orientation.

Recommendations for Referral #2

1. Industrial Arts courses that ____ might consider taking if they have not already been completed are Basic Electricity, Woods II, Welding II, and Sheet Metal.

2. Attending Vocational-Technical school after graduation from High School in the area of wood technics, or machine tool operation. Available program in this area would be located at Wisconsin Indianhead Technical Institute, Rice Lake, Wisconsin.

3. Other programs that ____ might consider because of a stated possible interest are: Meat Cutter (Butcher), Telephone Service Repair, and Welding.

4. Jobs that ____ may be able to handle with on-the-job training are:

   Carpenter Helper (D.O.T. Code 860.887)
   Janitor (D.O.T. Code 382.884)
   Farm Hand (D.O.T. Code 411.884)

5. Vocational exploration might be initiated through utilizing available materials on job seeking and job keeping skills; tours of job sites, and information on job qualifications.

Summary Sheet

Name:____________________ Date:____________________

Achievement 1. Adult Basic Learning Exam (ABLE)

Reading	9.0+	grade level
Vocabulary	9.0+	grade level
Spelling	8.5	grade level
Arithmetic Total	7.0	grade level

Aptitude 2. Bennett Mechanical Comprehension

95% - 12th grade technical high school students

Interest 3. Kuder Preference Record

High interest - Mechanical, Persuasive, Musical

Work Samples (Singer/Graflex)	Performance Rating
1. Soldering and Welding	Above Average
2. Carpentry	Excellent
3. Drafting	Excellent
4. Basic Tools	Above Average
5. Bench Assembly	Average
6. Sheet Metal	Above Average

PRESENTATION OUTLINE

I INTRODUCTION

II ESTABLISHING THE PROGRAM

III THE PROCESS

IV TECHNIQUES

V VALUES AND BENEFITS

VI PROBLEMS WITH THE PROGRAM

VII PROJECTED TECHNIQUES

VIII SUMMARY

ESTABLISHING THE PROGRAM

1. PRESENT PROGRAM TO THE BOARD

2. ORIENTATION TO TEACHERS

3. LAY BASIS OF SUPPORT

4. COUNSELOR - DECISION MAKING PROCESS

5. FOLLOW UP INTERVIEW CONTACTS WITH TEACHERS

6. TAKE THEM TO THE CENTER

7. INVOLVEMENT OF TEACHERS - ASK FOR RECOMMENDATIONS

PROCESS

1. RECOMMENDATIONS FROM TEACHERS
2. TEACHER COMMITTEE SELECT
3. ORIENTATION TO STUDENTS AND PARENTS
4. PRE QUESTIONNAIRES
5. STAFFINGS AT CENTER
6. FOLLOW UP EVALUATION
7. IMPLEMENT RECOMMENDATIONS
8. POST QUESTIONNAIRES
9. FOLLOW UP INTERVIEWS
10. ON-GOING EVALUATION

TECHNIQUES

1. WORK CREDIT
2. OBSERVATION PROGRAM
3. TUTOR
4. AIDES
5. GROUP COUNSELING
6. COURSES DESIGNED FOR MARGINAL STUDENTS
7. PUPIL SERVICES COMMITTEE
8. GRADING PROCEDURES

BENEFITS

1. LOW DROP-OUT RATE
2. PARENTS
3. FOLLOW UP INTERVIEWS
4. RECOMMENDATIONS
5. STAFFINGS
6. DIALOGUE - CENTER AND SCHOOLS

PROBLEMS WITH THE PROGRAM

1. WHY DO THESE KIND OF KIDS GET TO GO ON A PROGRAM LIKE THIS?

2. TEACHERS EXPECT AN IMMEDIATE CHANGE

3. MAKE UP WORK

4. LACK OF ACCEPTANCE OF PROGRAM

5. TRADITIONAL CURRICULUM

6. NORMS

EVALUATION

I COUNSELOR INVENTORY

1. .001
    a. school work
    b. likely to graduate
    c. school work habits
    d. attitude towards school
    e. adjustment to school
    f. knowledge of educational goals
    g. development of vocational goals

2. .01
    a. behavior in school
    b. school attitude

3. .05
    a. number of tardiness
    b. number of times suspended

II CAREER MATURITY INVENTORY

1. .10 - what they should do - solution to vocational problems

2. .05 on attitude and competencies toward decisions on career

3. .05 on looking ahead (job familiarity) and how to get to vocational goal

III TEACHER QUESTIONNAIRE

Virtually unchanged

WORK CREDIT PROGRAM

River Falls Senior High School River Falls, Wisconsin 54022

Applications. . . . .

student/parent application
student/employer application

Conference with w/c coordinators

cover program policies and requirements

Training agreement. . . . .

between student, parent, employer, and school

Pass to leave school grounds. . .

all forms must be in, program approved
schedule (classes and work time) are worked out
student must have Wisconsin work permit

Contacts with employers and parents

letter and work schedule are sent when pass is issued
visits to job sites are made
calls are received from employers and parents

Student contract. . . . .

work book is issued
contract is agreed upon
assignment due dates are set

Monthly time and skills learned reports

hours worked during school time, outside of school time
new responsibilities and skills learned
comments and verification by employer

Evaluations by employer . . . . .

nine week and end of semester evaluations are submitted

Grading . . . .

semester credit is awarded to those who have completed all requirements

"Work Credit" is considered as a one semester class, students must reapply for the program each semester.

Work Credit Program Coordinators

WILLIAM E. WEISER	**BERNARD ABRAHAMSON**
Vocational Education Coordinator	Director of Pupil Personnel Services

Phone: 715-425-6771

POLICY FOR WORK CREDIT PROGRAM

Students are entitled to school credit for each semester's participation in the Work Credit Program if:

1. The student must be employed on a job which is mutually deemed to have sufficient educational value by the program coordinators, student, parents and employer.

2. Proper forms and reports are submitted:
   a. Student/Parent and Student/Employer application forms must be submitted prior to deadlines set. Job task description must be specific.
   b. Training Agreements must be completed and submitted during the first week of work.
   c. Employee Evaluation forms must be submitted by the employer at mid term and end of term.

3. The student meets the requirements for credit approval:
   a. A minimum of 160 hours per semester are required.
   b. At least ten mods of work per week (120 minutes) must be during school time. (8 am to 3pm)
   c. Employment must be maintained over the entire semester.

4. Requirements of the program for in-school work credit related instruction must be completed:
   a. Attendance at periodic meetings will be required.
   b. Instructional packets and other assignments must be completed and submitted.

5. Students employed in occupations related to agriculture, business and office and health services must be enrolled in appropriate related courses and receive instructor approval.

6. A maximum of two semesters on a particular job or type of work will be approved. Students must apply for advanced status and show that additional education and training will be received to continue beyond the two semester maximum.

7. Sufficient study time must be maintained in the student's schedule for those working beyond the minimum. Work time is subject to change to allow more study time as deemed necessary to maintain passing grades in other classes.

8. Employment should be within River Falls Public Schools District boundaries. Special permission must be received for work outside the district.

9. Students are encouraged to enroll in Work Credit as a sixth class, in addition to the required five course load. Students may, however, substitute Work Credit for one course if approval is received and other requirements are met.

10. Work Credit Program Coordinators must be notified immediately of any changes in employment status.

Pupil Personnel Committee (PPC)

The Pupil Personnel Committee is a problem solving committee made up of: All Guidance personnel, school nurses, school psychologist, social worker from the Tri-County Mental Health Clinic; one social worker from each St. Croix and Pierce Counties, member of the psychology staff at RFU, designed to staff all students who are referred to the committee. Whenever it is essential to the staffing, teachers and other personnel involved with the students who are being staffed may be invited to the staffing as well. The committee meets each 1st and 3rd Monday at 9:15-11:15.

Referral Procedure

Any teacher or other personnel involved directly with the student may refer a student to the counselor at his building for staffing. The counselor then refers the case to the Director of Pupil Services who is chairman of the PPC and coordinated the schedule of staffings.

Follow-up Procedure

It is the responsibility of the counselor, and teachers and principals should expect the counselor at his building to keep the school personnel and other involved personnel updated as to the disposition of each case.

Goals and Objectives of the PPC

1. To coordinate all efforts of assistance for any student needing attention.

2. To utilize all the resources of personnel and facilities available for the best efficiency and utilization of talent and training.

3. To establish better communication between all areas of guidance and the faculty and community.

4. To provide an organization that can operate for the continuous improvement of all guidance areas within the River Falls School System.

Reasons for a PPC

1. Such an organization prevents duplication of efforts and unnecessary waste of time for professional staff members.

2. It provides support for decisions being made regarding the best course of action for a particular student.

3. A PPC provides an ongoing and beneficual source of inservice providing professional growth and staff training for all on the committee.

4. It provides a sounding board for ideas and techniques that could be employed to help a particular student.

5. It allows for the input of information from related disciplines to assure that the best possible help, ideas, facilities, techniques, etc., are being put to use for a student.

6. It allows all staff members to gain a broader perspective of a total family situation when all agencies, grades and levels are available to provide input.

7. There is no other way that the CESA #5 psychologist can get all the information she does. It makes it possible for her to see and serve more children.

8. As a school system such as ours is growing and beginning to provide more services for children, a PPC group is even more needed to assure coordination of efforts, staff rapport, and effective utilization of time and resources.

9. A PPC makes it more difficult for students or parents to play one person or service against the other.

10. It provides a meeting place for professionals to verbalize student and/or school situations needing attention and where ideas can be presented professionally and confidentially. Positive and negative feedback can be presented in a professional and nonpersonal manner to provide as many ideas and services for our students as possible.

11. It is especially beneficial for new people to our system. They can learn their way around faster, meet all the people they'll be working with and therefore become an asset to the workings of the system more quickly.

12. It is an asset to parents. Instead of having only one or two people working for them on a particular situation, they have 10 or more.

13. It provides a legal protection for the school and the individual staff member in that we can be sure that all possible avenues of help were thought out and explored for a student.

Appendix D
Minutes of February 13, 1975 Meeting

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 27, 1975

Dear Barron County Area School Personnel;

Subject: Minutes of Counselors Meeting - February 13, 1975

Attached is a selected transcript of the minutes of the luncheon meeting for senior high school counselors held Thursday noon, February 13, 1975 at Kernel I in Menomonie with the following persons present:

Mr. John Anderson - Cumberland High School
Dr. Armin Block - Cameron High School
Mrs. Esther Brown - UW-Stout
Mr. Lorran Celley - WBVTAE
Mr. Bob Eggleston - Cameron High School
Mr. Ron Fanetti - Cameron High School
Mr. LaVerne Iverson - Barron County Project
Mrs. Helen Johnson - Rice Lake High School
Mr. Bill Maurina - Barron High School
Mr. Kenneth McDonald - Cumberland High School
Mr. Larry Oftedahl - Turtle Lake High School
Mr. George Petrangelo - Barron & Chetek High Schools
Dr. George Theis - WITI, Rice Lake Campus
Mr. Ray Wisner - Cumberland High School

The purpose of the meeting was to discuss the possibility of a series of two day career exploration workshops for the high school students of Barron County during the month of June, 1975. If these workshops are to become a successful reality we need the help of all school personnel serving Barron County students; thus, we will appreciate your reactions. You may contact Dr. George Theis at WITI in Rice Lake - telephone 234-7082 or Esther Brown at UW-Stout in Menomonie - 232-2256.

We will be contacting school administrators soon to learn how many forms will be needed to survey the students. We are planning to use a different colored form for each of the four years of high school.

Sincerely yours,

Esther Brown

(Mrs.) Esther Brown, Coordinator
Barron County Sub-Project

Attachment

jvh

GUIDANCE COUNSELORS MEETING

Kernel I - Thursday, Feb. 13, 1975

Dr. George Theis, WITI - presiding

Purpose: To present a proposed plan for the use of funds provided by the Barron County Sub-Project to promote career exploration for the secondary school students of Barron County.

A committee of school personnel met on Friday, February 7 to discuss possible realistic ways of providing career exploration for the secondary school students of Barron County. One of the proposals that seemed to surface at that meeting is presented in the handout you received and it is for discussion purpose only. We are asking your critique and input on it. This material was hurriedly put together so that you would have something to look at and take back for discussion. Essentially what we are proposing is that we attempt to set up a career exploration workshop for high school students. One of the feasible ways we think it could be accomplished is that we would have a two day workshop for each of the occupational clusters. Now obviously we are not going to cover in great depth everything within each occupational cluster in two days. But we could in one day, within the classroom setting, get some in depth of what the different occupations are within that cluster and some of the characteristics of these occupations. The second day the students would go on a tour, via bus, to a place of business that has these occupations within that cluster. The tour would be prearranged so the students would have the chance to see the people in their work stations and talk to these people about the types of activities they do and the things they like or dislike about their particular occupation within that cluster. This probably could be implemented by listing the clusters as they appear at the bottom of page 1 and the top of page 2 of the handout. These are the ones that HEW uses and there may be a better vocational clustering than this, but this seems to be the more widely used one at this point. For example, if we establish June 2 as the classroom setting for the construction occupations; June 3 would be the tour for the construction occupations. And on June 3rd while the bus is out on tour we would hold the classroom experience for the next occupational cluster, say the manufacturing occupations. The bus would come back and on June 4th would go to a prearranged pre-planned manufacturing occupational area.

If the students would sign up some time in April for the various occupational cluster(s) in which they had interest, these choices would be looked at in May and if we have more people in one cluster than we can handle in a day and none in another cluster we would eliminate the one cluster and spend four days on the overloaded cluster.

QUESTION - What happens if a student wants to explore more than one cluster?

ANSWER - No problem. They may do so.

The third page of the handout deals with career maturity. We will probably be working at the career orientation exploration level (grades 11-12) with the ultimate objective that a student could make some type of choice as to what he may or may not want to do that following fall - whether he wants to go into the military service; maybe that is the most viable way for him to achieve the occupation that he or she is interested in. Or he may go into a technical institute or a vocational program or into a community college - something of this nature. Or into a college or university for that particular occupation. Or it may be into private schools or maybe there is an on-the-job training for that occupation in that there is not a formal classroom requirement to get in; apprenticeship, etc.

The two day workshops are a novel approach - they are short but very much to the point. The plan does require that the students have some knowledge of the occupational clusters before making a decision. See examples on page 4 of handout. This type of thing could accompany the selection so they could begin to narrow it down or it could be done in the day of orientation.

> *QUESTION - Are you suggesting that the school provide the career information?*
>
> *ANSWER - Yes, that the school provide the survey instrument or interest intent to participate form. We hope that they probably have chosen a cluster. Many of the schools in the county have made efforts in the area of career exploration. Realistically we will have to accept the student at his personal stage of career interest or development.*

The Indianhead District has been providing the Ovis to the 47 high schools in the district for the last three years. The Ohio vocational inventory survey is given to juniors so if the student were a junior this summer or a senior that student report would be available and that could be used in the one day of classroom orientation. If the student for some reason wants an opportunity to re-take the Ovis that's fine.

> *COMMENT - Timing is good - might even move it up a bit. There is the possibility that a student would be interested in Agri business and that's all.*

The question is are we talking about seniors or juniors - should we start it in May. This is where we need your input. If we tried to do this during May, I'm sure we would have a lot of students. Then the question is how many students are you going to allow to vacate your school during final exam week.

COMMENT - Seniors are usually through a week early.

COMMENT - Two things to look at. If you start it in May you could have students who sign up just to get out of schools. If you start in June you are more apt to have the students who are really sincere.

COMMENT - There is the possibility of running into conflict with summer jobs.

This is one reason we went to a two day type of thing - if they are working a part-time job or the cannery they probably aren't going to have started until the 15th of June or there abouts and may have a pretty good chance of getting two days off. If we go a longer period we would be exposing less people and probably exposing a lot of people to occupational areas in which they are really not interested - which isn't all bad, but we hope that a lot of this has been accomplished already. Now we are trying to get to the point of decision making and giving them some help in this decision. It was suggested in our meeting that in the orientation session some decision making techniques be structured in.

QUESTION - How does the employment situation look for this year? If jobs are not as plentiful this might be an opportunity of which students would avail themselves.

I'm not so sure, but what we might be able to provide some placement for seniors who do not want to go on for training. Through our pre-planned tours we could very well end up with some placement activities for these people. In some cases it happens that openings are not publicized, because of the high cost of interviewing such large numbers of people for one position. The indications that I have at this point is that placement is maybe not going to be as great as it has been for our graduates, but I don't see a real major problem because jobs are coming in already. People with whom we have placed graduates previously for several years are writing in and calling in indicating that they are looking for this or looking for that.

COMMENT - I don't want to put too much emphasis on the job aspect because that is turn over. I look at this thing as having a lot of other potential too. Kids don't recognize what trades are open; thus, this could lead to further training or education of which they are not now aware.

Exploration is the key! The workshop idea for high school students is is a hitch-hike on what Lorran Celley has been doing for a number of years. He has been operating a counselor workshop here during the summer at Stout (not the last two years) - what that really was is exactly what we are doing here - for high school counselors to expose them to the world of work and the various occupations to get them to understand the programs that are available and the need for the programs in the vocational system. He has proof that this method does work and probably will be able to give us from his file some real good suggestions.

QUESTION - This is deviating from what you are talking about, but what would be the possibility in the future of us having a teacher in-service similar to this? Similar to what Bloomer has done - Career Education for teachers. The day or two days before school starts in the fall the teachers visit the industries within that town. Maybe, we could expand that to Rice Lake, Chetek, Barron and Cumberland.

That's a good suggestion and something to think about.

QUESTION - How involved would the school people want to be in this program? Do they want to have their guidance counselors in as a participant? How do you feel about it?

QUESTION - Regarding the possibility of a workshop for instructional staff of the Barron County area on occupations.

QUESTION - Regarding possibility of a project to accommodate the instructional staff.

The suggestions need further discussion on such a workshop. This would be a logical year to sell the idea.

COMMENT - Two days of such a workshop could be in-service days.

A county cooperative in-service for career exploration-distributive education, business education, ag people. T&I people - cooperative type in-service where we did essentially the same type of thing. Its a good possibility.

COMMENT - Bloomer teachers are very satisfied with their experiences.

Now back to the student type project. What is your feeling Larry? Does it hit you kinda cold or do you think some people would be interested?

COMMENT - How many students do you think you could handle?

Theoretically I'm just throwing out - I think we could handle 40 a day. We could have 800 students involved totally in this program from Barron County if we had 40 different students each day. That is sampling the juniors and seniors pretty thoroughly within the county. I think it is an exemplary effort to help our students in a career decision.

COMMENT - If you had 400 students that would be good. If 200 juniors went back to their high schools and talked this up a bit when they got back telling their classmates of opportunities in the various areas you would have influenced 800 in a year.

I don't think you can measure the success on just those people who participate in the dissemination of information they pass on to their friends. The project would continue on for one or two years.

Do you think this approach is a feasible approach? Do you have some objections or comments that you want to make? We are asking for your help right now.

QUESTION - Who assumes liability?

I think the liability would be within the project. There would have to be the bus for example, the liability insurance has to be included in the package of renting the bus. When you get to the industry due to OSHA they are going to be extremely cautious as to what you do. The liability does transfer to them when you enter the door and they agree to give you a tour.

COMMENT - Some companies object to tours because of the liability.

This is correct and the pre-planning time is going to be pretty demanding. The school would be responsible for bringing the students in to the workshop. This whole thing would be free or at no charge to the student or to the home high school district. And maybe their commitment to it would be providing the transportation and for example, maybe arrangements could be made that if a van started at Turtle Lake it could pick people up in Barron and in Cameron to bring them to Rice Lake.

COMMENT - Relating to the tour bus.

I think the tour bus would be a separate bus - depending upon the cost of the bus I would like to see a coach and not a school bus. Nothing is more aggravating than to ride a hundred miles in a bouncy school bus in June when it is 90 degrees. Part of the in-service the day before will be appropriate dress. It would not be thongs and shorts or this type of thing. I think they should be indoctrinated, if you can use that term, to the appropriate dress when you go into apply for a job, a little behavioral involved with it also.

QUESTION - What about instruction.

Frankly, I don't think we are down the road far enough to talk about this. We have some ideas. Preferably if we could find one of the instructors in the area in construction trades who would be willing to spend that two days. Then a different person in manufacturing occupations - someone that has the background. They will be reimbursed. They will be paid on an hourly rate to do the instruction. We could have some of your high school staff involved in this. Maybe that would satisfy a salary schedule requirement in terms of a workshop for some of these people. Along that same line some of the students who might be deficient a half credit in high school from graduating if he is a senior and involves himself in one or two of these workshops, maybe he can pick up a half credit under career development or whatever. There are fringe benefits for both staff and students.

COMMENT - We were talking about dress etc. Wouldn't commitment be a part of this too? Isn't that a part of work?

And I think once the commitment is made once they are scheduled in we can begin sending to them in May what they can expect and what they will be doing and some background information.

We are going to look a whole lot at the career resource centers around the state that already have information and say, "this is what we need, how about sharing." We will attempt to get the Stout Career Resource mobile unit which is primarily for the instructors during that month and the materials that are already in there on each of these occupational clusters for instructional purposes will be available for that instructor.

QUESTION - Lorran is there any material available from the state office for our project?

ANSWER - Sure. Hopefully next week we will be distributing 32 sound film strips throughout the state on 32 different occupations. Title "A Day in the Working World." It takes actual graduates from our programs; interviews them in the industry and takes them through a working day.

Then we have the 13 films, technician, health services, TV services and etc. which we hope to secure in sufficient copies to be used in local high schools. This is the Library of Career Counseling films and I believe Uncle Sam through the Armed Forces bought them and they are made available now to the districts. We field tested the 13 films in our district and the feedback on them was extremely high. Mod music, dress and everything is today. In addition, we have the work evaluation for those students who still have questions in their minds. After the tour they can go into the work evaluation center and go through the work evaluation program and have a pretty thorough summary of themselves in terms of that occupation cluster that they explored. Their skills and interest actually get a little experience in four days within that unit. It is just a sample. So coupled with then the Ovis which we have been doing for the last three years should be available on each student - juniors and seniors in the district - along with the one day classroom in-service type of thing; then the one day of tour; then the option of coming back to the Work Evaluation Service Unit that student should have a fine opportunity of finding if that is what he wants to do.

COMMENT - Juniors or seniors? Potential dropouts?

I think we would start with seniors, then juniors, then sophomores and last freshmen. We wouldn't want to exclude anybody, because of some policy that we might develop and end up with too few people to make it really worthwhile.

COMMENT - If it is on going anyway we would be lucky if it keeps on and next year the juniors would go through the job evaluation.

That's correct and the juniors will have an opportunity to go through the work evaluation unit next year during the school year. We will be doing a little more work with evaluation - exposing what it really is and the benefits to the students etc.

QUESTION - How will we reach the schools not represented here in a meaningful way so they will know what we are proposing to do? Anyone have a suggestion?

COMMENT - It will need to be done by personal contact. If George has the time the Barron County Project has some money for travel.

COMMENT - *The contact would be to determine the interest and the support to be expected.*

QUESTION - *How many schools are not represented today?*

COMMENT - *Clear Lake, Prairie Farm, Chetek, Birchwood and Clayton. Bill Maurina and George Petrangelo would spread the word at Chetek.*

COMMENT - *I have a suggestion as a follow through. We are talking about a workshop for kids and I'm ready to go with it. The second workshop is for teachers which we mentioned briefly. I would like to put a strong push on this for I can see a real good in-service out of this that would satisfy a lot of needs. I can't see any reason why our joint schools couldn't cooperate in it and satisfy chapter 90.*

What Armin is talking about is teacher in-service and chapter 90 has some bearing on this. Maybe the ten schools in Barron County can look at this as a cooperative type project. Lorran what should we be doing in terms of your office along these lines?

COMMENT - *Are you talking about funding or resource people?*

Not worried about funding. Resource people - how about our apprenticeship people? We've got apprenticeship people working for the state in most of these occupational areas and maybe they might be a real good source for this in-service also getting the first hand story on the apprenticeship program at the same time which I think is an oversight in a lot of our minds in terms of alternatives for students.

COMMENT - *I'm looking at it this way and I may be completely cockeyed. With ten schools each one of us has to develop an in-service plan and on going. If each one of us goes in ten different directions and the DPI funds are going to be cut like the rest of us we are going to have a hard time getting consultants. This way it is a meaningful ten school project when I think we could get help - don't you agree? We might satisfy all of our objectives if the other superintendents go along with it.*

COMMENT - *Cumberland and Cameron have in-service planning committee members present.*

If you have any suggestions or comments on this student workshop thing contact Esther or myself. At this point does everyone feel that we should go ahead and try it?

COMMENT - Go ahead. It's a good idea.

This little meeting has demonstrated that when people do sit down and begin to talk other ideas pop up and this faculty in-service is kind of exciting. Maybe we should do more of this. Thank you for coming in.

Appendix E

- Secondary School Enrollments
- Career Cluster Workshop Survey Form
- Letter to School Counselors and Administrators
- Reports from Counselors on How the Survey was Conducted

Enrollments in Secondary Schools Serving Barron County Students

March 1975

School and contact person	Freshmen	Sophomores	Juniors	Seniors	Totals
Barron Richard Olson, Admin.	131	148	97	127	503
Birchwood James Landers, Principal	38	34	32	29	133
Cameron Bob Eggleston, Counselor	67	45	65	50	227
Chetek Robert Crase, Admin.	100	100	100	100	400
Clayton Charles Oberstar, Admin.	36	29	24	29	118
Clear Lake Jack Allen, Principal	79	64	46	74	263
Cumberland Francis Peichel, Admin.	132	111	124	107	474
Prairie Farm William Vincent, Admin.	46	39	30	38	153
Rice Lake Willard Swanson, Principal	275	296	269	266	1106
Turtle Lake School secretary	47	54	65	58	224
TOTALS	951	920	852	878	3601

FRESHMAN

HERE IS YOUR FREE TICKET!

You are invited to participate in an exciting two-day career exploration workshop as the guest of UW-Stout and WITI held at the WITI Campus, 33 Ann Street, Rice Lake.

WHAT'S THE BIG DEAL? Well, the big deal is that you have the opportunity to select one or more of the following 15 occupational cluster two-day excursions. Spend two days with a professional, exploring the occupational cluster of your choice. The first day will provide multi-media, in-depth information as well as informal discussions about your occupational interest. The second day will be spent touring the occupational work sites, giving you an opportunity to see the world of work in action.

To get your free ticket, select the occupational cluster(s) you are interested in (indicate your first choice by writing 1st in the space provided at the left of the occupational cluster; your second choice by writing 2nd; and your third choice by writing 3rd); complete the form and return it to your counselor today!!

* *

HIGH SCHOOL: ______________________________

YEAR IN HIGH SCHOOL NOW: __________

NAME: ____________________ PHONE: ____________________

ADDRESS (HOME): ______________________________

		CHECK YOUR 1ST, 2ND AND 3RD CHOICE:	DATES:
____	1.	CONSTRUCTION OCCUPATIONS	JUNE 2 & 3
____	2.	PRODUCT SERVICES (MECHANICS AND REPAIRERS)	JUNE 3 & 4
____	3.	MANUFACTURING OCCUPATIONS	JUNE 4 & 5
____	4.	AGRICULTURE (INCLUDING AGRIBUSINESS)	JUNE 5 & 6
____	5.	COMMUNICATIONS & MEDIA OCCUPATIONS	JUNE 6 & 9
____	6.	HEALTH OCCUPATIONS	JUNE 9 & 10
____	7.	MARKETING & DISTRIBUTION OCCUPATIONS	JUNE 10 & 11
____	8.	PUBLIC SERVICE OCCUPATIONS	JUNE 11 & 12
____	9.	BUSINESS & OFFICE OCCUPATIONS	JUNE 12 & 13
____	10.	TRANSPORTATION OCCUPATIONS	JUNE 13 & 16
____	11.	HOSPITALITY & RECREATION OCCUPATIONS	JUNE 16 & 17
____	12.	NATURAL RESOURCES & ENVIRONMENT OCCUPATIONS	JUNE 17 & 18
____	13.	PERSONAL SERVICES OCCUPATIONS	JUNE 18 & 19
____	14.	FINE ARTS & HUMANITIES OCCUPATIONS	JUNE 19 & 20
____	15.	HOME ECONOMICS (INCLUDING CONSUMER AND HOMEMAKING EDUCATION) OCCUPATIONS	JUNE 20 & 23

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

MEMO

TO: Secondary School Counselors and Administrators

FROM: Dr. George Theis, WITI, and Esther Brown, UW-Stout

TOPIC: Survey forms for the fifteen occupational cluster two-day workshops to be held June 2 - 30, 1975.

Here they are! The enclosed forms are to be used to survey the secondary students of your school system to learn their choice of occupational cluster two-day workshops to be held June 2 - 30, 1975 for Barron County Area students.

Remember that the occupational cluster workshops are available to all students grades 9 through 12. We need your help in enabling the students to see the possibilities inherent in their participation in one or more of the workshops. Some students may not be aware of the wide range of possibilities in a particular cluster such as Natural Resources and Environment or Transportation and they may need your help before deciding to become involved with a particular cluster workshop.

Also some students may need to be encouraged to see the necessity for commitment to their indicated interests. When the surveys are in and the workshops are identified, communications from WITI will go to the students through their counselor. After school is out the correspondence will be directed to the individual students at their homes and they will need to be prepared to assume their part in the communication process.

Please call the students' attention to the fact that the workshops listed next to each other on the form overlap by a day. For example, the students who are interested in the construction occupations workshop will have their in-depth orientation program at WITI on Monday June 2. On June 3 that group will be on tour visiting occupational work sites related to that cluster. The students interested in Product Services (mechanics and repairers) occupations will be at WITI on June 3 having their in-depth orientation in preparation for their tour on June 4; thus, it would be a physical impossibility for the student to be involved in both. The students' indication of first, second and third choice will be most helpful to those who assign the workshops.

The completed survey forms are to be returned to Dr. George Theis, Student Services Administrator, Wisconsin Indianhead Technical Institute, 33 Ann Street, Rice Lake, Wisconsin 54868 by Tuesday, April 15. Will you indicate with your returns whether preference is to be given to the seniors of your school, to the juniors or to the sophomores. The workshops were originally conceived in terms of the present juniors being given preference; however, some educators have indicated that their present seniors need to be given first choice.

If you have questions, please contact Dr. George Theis, WITI, Rice Lake, telephone 234-7082 or Esther Brown, UW-Stout, telephone 232-2256.

Milan Brecka, Counselor
Barron Senior High School
500 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: Basically, we had planned on getting everyone together to start with and we found it reasonably impossible to do this with 500 kids. From that alternative plan, we went to saying "O.K., let's do it by classes." I guess we found that impossible, although I don't remember exactly why. Our second alternative was to advertise over the public address system and also get something home to the parents. We felt that the parents were probably the keys to the whole thing. Parents are the ones who say "yes, you can go," or "no, you can't go." Parents are actually the ones who would have to provide transportation and that type of thing, so we composed a letter and sent it out explaining the program as best we could. We did not send this letter directly to parents. It was given to students to take home. It was a package type thing because it had the survey form right with it. The intent of the package was for the parents and the student to sit down and read to find out what the workshops were all about. On the school's public address system, it was pretty much a constant thing for a week, asking the kids to read the survey form, complete it and return it. The returns really dribbled in. I think we had roughly 20 or 25 people who were interested in the workshops. I don't know the reason for the small numbers, other than that the survey should have been done some other way. We are behind in career education here at Barron Senior High School and I think our results really prove that statement. Our kids are not aware of what is going to happen to them after they get out of this school. Just having 20 kids interested out of a possible 500 really indicates this fact. We are going into career education in a full-scale manner next spring. It has to be a step-by-step thing, but we are going to do something about it. The students from Barron who do participate this year will be coming back and they will create interest. We had a lot of kids who came to us and said "I wish I could go, but I'm going to 4-H camp," or to any one of a number of other activities. Probably as many as there were who signed up, came to tell us that they would like to participate but had conflicts. I think it's a real good project and don't see how you can evaluate it after one year. The educators who know anything about career education at all are really thrilled to have this happening in Barron County.

Question 2: If you were to do the survey again, would you do it any differently?

Response: First of all, I would never put anything into the hands of the students to deliver to parents as we did this year. Chances are that 50% of the students did not take the letter to the parents. Another time, we would mail the letter to parents. Second, we would arrange to meet the students on an individual basis in some way. We just weren't prepared to do that this year. I think it would have meant a lot to have the counselors explain the workshops to the kids.

James Landes, Principal
Birchwood High School
135 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: We surveyed the students in the junior and senior classes. Career education is not a new concept at Birchwood High School, as we have a semester course in career education which provides the students with the opportunity to hear many good speakers on various career clusters and to participate in career related field trips.

Question 2: If you were to do the survey again, would you do it any differently?

Response: First of all, we know now that we should have included the sophomores in the survey to provide them with an opportunity to participate in the summer workshops. Also, we would have someone with expertise in career education, such as is available to us at the Wisconsin Indianhead Technical Institute-Rice Lake campus, come in and make the presentation on occupational clusters. Another year, we would also inform the parents about the career cluster workshops and involve them in helping students follow through on their workshop decisions.

Bob Eggleston, Counselor
Cameron Senior High School
220 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: We have a fairly small school; approximately 50 to 60 students in each of the grades 9-12. I divided each class into two groups because it is my feeling that 25 students in a discussion group should be a maximum. This takes a little more time on the part of the person doing the presentations, but you get more student interaction and a better chance for individuals to get answers to their specific questions. In each of these groups, we went over the Career Exploration Workshop survey form and talked about the 15 career clusters. Then, we took time to ask and answer questions. The students were told that the workshops would carry no cost to them except for their transportation to and from Rice Lake. Attendance at the workshops was completely voluntary on their part and would take place approximately one to two weeks after the close of school which meant they would be participating in the workshops during their summer vacations. The reaction from the students was immediately very favorable. At least half of our underclass members wanted to participate. When they had indicated their choices (or no interest), they were told their forms would be retained in the office for two days; thus giving them an opportunity to discuss the workshops with their parents and if they found they needed to make changes, they could do so. The students were cautioned to remember that as the weather warmed up and they finished the school year their interest might tail off, so if they indicated an interest, they should be fairly sure in their minds that they wanted to follow through. Students need to recognize the good points of the workshops, but also the drawbacks. Even though Cameron is only six miles from Rice Lake, transportation can become a problem, especially when both parents are working.

Question 2: If you were to do the survey again, would you do it any differently?

Response: Another year, we would probably contact the parents by mail. Occasionally, what is presented to the student is construed a bit from teacher to student and again from student to parent, so if we had sent a letter, it would have clarified some questions for parents. Some parents in our district may not even be aware, at this point, that the workshops are to be taking place.

I see tremendous opportunity here on a county-wide basis--small schools and even larger schools sometimes are not large enough to conduct two or three of these cluster workshops alone, but as a county, we have enough members to provide a wide variety of workshops. I am very eager to see how these workshops turn out. It may even come about that high schools would share courses. We have been very much interested in this at Cameron because distance-wise, we are within seven miles of three major high schools. If we find an interest area, say autobody, for instance, there is a possibility that because of this fuel situation--finding x number of students in our four schools interested in autobody, possibly, on a cooperative basis, we could start such a program.

Jim Pfaff, Counselor
Chetek Senior High School
400 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: I was pretty well satisfied with the way the survey went. I picked the simplest method I could find and that was homerooms. I distributed the survey forms to the teachers and explained to them to some extent what the Career Exploration Workshops were about and asked them to distribute and collect the surveys through their homerooms. I floated from homeroom to homeroom and answered as many questions as I could.

Question 2: If you were to do the survey again, would you do it any differently?

Response: If I were to make any changes in this method, the only thing I would do differently would be in a faculty meeting beforehand. I would explain more to the teachers about the intent of the workshops and the occupational clusters. Some of the teachers were caught pretty short information-wise and, at that point, they were the main line of communication with the students. As far as I am concerned, distributing the survey forms in homeroom worked out quite well and it's the way I would do it again next year.

William Anderholm, Principal
Clayton High School
130 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: Each class was polled separately. First of all, it was explained exactly what the Career Exploration Workshops were and what they were to do for the participants. Then, if they were interested, the students completed the survey form. They had the option of taking the survey form home to discuss it with their parents before returning it to the office. We polled three grades - ninth, tenth and eleventh. We felt that it was too far along in the year for the twelfth grade students, as most of them had already made their plans. I did talk to some of the seniors and gave them an option, but I found none that were really interested. In fact, when I first talked to the sophomore class, I thought there would be a lot of them interested. The sophomore class is a pretty good class and we felt that there would be a good number of them wanting to participate in the workshops because they are motivated toward career education. We were mistaken, because there was very little or no interest. When I looked at the list I received of students who had signed up when the survey was made and failed to return the confirming card, I found that the majority of those students are either away on vacation or working. The greatest majority of our boys are on a camping trip right now. FFA goes on a camping trip and I'm sure they wouldn't give that up. Also, there are Bible schools going on which the girls are involved in. I think some of the older girls are involved in teaching Bible school, so this is a bad time for us. The idea of the workshops is good. The next thing is to get participation. It might be worthwhile to get some interest through a parental organization, but still the real interest has to come from the student. The student has to be interested in order to participate in a workshop.

We will have a guidance counselor next year. The man we have hired will be half-time guidance counselor and half-time mainstreamer, which means that he will work with the students 7-12 who have learning problems of any kind. This will be the first time in the history of the high school that we have had a really true guidance counselor. We have had teachers who have served, but never anyone who was hired specifically for that job. A lot of people have served and done the work, but have never had the time. This person will have the time to make guidance a meaningful program for students as he will spend half of his time in his guidance work.

Question 2: If you were to do the survey again, would you do it any differently?

Response: No, I don't think I would. I did most of the survey myself. I went into each of the classes myself and talked with the students. They weren't hurried through it--they had plenty of time because I spent most of one period with each class discussing with them what Career Exploration really is all about. It would help to have someone in the career education field from outside the school come in to talk with students about careers and perhaps visit them in their homes. This would take a lot of time, but I think it would be an effective way.

Jack Allen, Principal
Clear Lake Senior High School
250 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: I met each of the students in grades 9-12 in a classroom situation. I went in myself and explained what the program was, administered the surveys and collected them. It took about 15 minutes in each of the groups for discussion and answering questions. Then, the students filled out the survey form "yes" or "no," tentatively, and I kept the surveys around school long enough so I could pull a survey out if a student decided not to participate when he had said "yes" in the first exposure. Everyone who was not interested signed his name and wrote "not interested" on the form.

The seniors showed the least amount of interest in the survey; and probably next years' seniors showed but little more. The greatest amount of interest was in the present ninth and tenth grades.

Question 2: If you were to do the survey again, would you do it any differently?

Response: I would probably do it the same way. It would help if, before the close of school, each student involved could be sent a dittoed letter, telling him or her what students from other schools were going to be involved in the same time slot, so they could have worked out transportation. We are 48 miles from Rice Lake and it could save some parents quite a bit of money if they could adjust the rides even among their own classmates. In a little bigger school than ours, the students might not know who else was involved.

Lee Dosch, Counselor
Cumberland Senior High School
465 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: We met with each of the four classes individually. It happened that about the time we were conducting this survey, I was also conducting a written survey for the State of Wisconsin that involved just the seniors. When I administered the written survey, I took the time to explain the Career Exploration Workshop, too, and handed out the survey forms. They were instructed to fill out the forms and return them to the high school office at their earliest opportunity.

Relative to the other three classes; freshmen, sophomores and juniors, we met with each class individually. I met with the freshmen and juniors and Howard Hunt met with the sophomores. We went over the information and gave them the same instructions as the seniors were given. They were to take the forms home and consult with their parents; then fill out the forms and turn them in at the high school office. At the same time this was happening, we were also sending letters to the parents about our spring Parent-Teacher Conferences. With that letter, we included another letter giving most of the information about the Career Exploration Workshops that had been given the students. The parents were told to expect their students to confer with them before filling out the form. Hopefully, the letter would not only inform the parents, but also gain better cooperation from the students.

The returns from the survey actually exceeded my expectations. Generally, in this sort of activity which takes place when the students are out of school--the student doesn't even like to think about things that are school connected--at least for awhile. Our school year runs into June and overlaps the first week of the workshops. If a student were sincerely interested in participating in a workshop during that week, he would be permitted to do so.

Question 2: If you were to do the survey again, would you do it any differently?

Response: I am not really aware of any real problems and I really don't have any ideas as to how to improve it, unless maybe to mail the information to the parents instead of sending it home with the students.

William Vincent, District Administrator
Prairie Farm Schools
150 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: We worked through the class homerooms; freshmen, sophomores, juniors and seniors. First, we discussed what the Career Exploration Workshops would be like and how we felt about the opportunities available to them. We attempted to give the workshops the best pitch possible because we felt they held a great deal of value for the students. At the same time, we wanted to involve the students who were definitely interested and, hopefully, those that would be able to follow-up on their responsibility for getting to Rice Lake. The students then completed the survey forms and we collected them.

Question 2: If you were to do the survey again, would you do it any differently?

Response: I guess I think it would have worked out better for us if we had had someone with time available to prepare for and do the survey. It was conducted by one other individual and myself. I had to piecemeal it in when I had time. I know we did not handle it in the fashion that it should have been handled. I guess I'll have to beg off on the fact that there just wasn't time. We did not have personnel available to handle the survey properly. I don't anticipate that being a problem next year. We plan to have a guidance counselor who will inform the parents of the opportunities and encourage the students to participate. If I can role play as a counselor, I would: (1) Get the support of my administrator; (2) Arrange to meet with individual classes, probably in groups of ten to explain and discuss the occupational clusters and answer questions; (3) Mail a letter to parents with the survey form, explaining the workshops and why the school was supporting them; then ask the parents to go over the survey form with the student, complete it and return it to the school; (4) Follow-up on those students who did not return the form to make certain they understood their part in the plan; (5) Perhaps send another letter to parents confirming participation; and (6) Follow-up on all students who signed up to assist in enabling them to keep their commitment.

If this plan were initiated early enough in the year, say January, to allow at least three months to inform students and parents, it would not be a difficult task. It would help, too, if someone came into the school from the outside to talk about the Career Exploration Workshops. This person might be a student from a neighboring school.

Bruce Tasker, Guidance Director
Rice Lake Senior High School
1100 Students - Grades 9-12

Question 1 : How did you conduct the Career Exploration Workshop survey in your school?

Response: We went right into the social studies classrooms and explained what the workshops were all about. We certainly encouraged everyone to take advantage of the opportunities provided them if they were really interested. We also tried to impress them with the fact that, after making selection of the occupational area they would like to explore, we would like to see a firm commitment; in other words, they wouldn't back out. About 100 sophomores and juniors signed up to participate.

Question 2: If you were to do the survey again, would you do it any differently?

Response: That depends on the time of year. We didn't stress the workshops too much with our seniors because we know when a senior graduates from high school, he really isn't ready to go immediately into another school type situation. He is experiencing his freedom for a few weeks and he will settle down later on. I think a career exploration in the fall would involve our seniors, as well as the rest of the students. Almost all of our kids who signed up for the workshops are sophomores and juniors and I think you will find that a good percentage will show up at the workshops. They thought about it before they signed up.

If workshops were provided during the fall, we would survey our seniors in small groups of 8 or 10 students to give them an opportunity to seriously look at the possibilities.

Larry Aftedahl, Counselor
Turtle Lake High School
225 Students - Grades 9-12

Question 1: How did you conduct the Career Exploration Workshop survey in your school?

Response: All four upper grades were surveyed in groups of about 30 through their homerooms. The occupational clusters were explained to the students and their questions were answered. We sent a letter of information on the workshops home to the parents with the students. That letter also contained the student's survey form. The students were asked to discuss the form with their parents and then indicate their decisions. Two days later, we met again with the students and collected the forms. The interest was good except for the seniors. Most of the seniors either had jobs or were looking forward to going on to school next year and had other commitments.

Question 2: If you were to do the survey again, would you do it any differently?

Response: I believe that we would probably handle the survey in about the same way.

Appendix F

Career Cluster Workshop Follow-up
Communications from Mr. Zonnie Strandlund,
Counselor, WITI - Rice Lake Campus,
Workshop Coordinator

- Letter to Identified Participants
- Letter to School Administrators

Wisconsin
Indianhead District
VOCATIONAL, TECHNICAL AND VTAE ADULT EDUCATION

INDIANHEAD TECHNICAL INSTITUTE
33 Ann Street
RICE LAKE, WIS. 54868
715-234-7082

Dear Student:

I would like to take this opportunity once again to welcome you to the Career Exploration Workshop being conducted by the University of Wisconsin, Stout and W.I.T.I.- Rice Lake Campus. Instructors for the various occupational clusters have been busy organizing their two-day occupational workshops so as to provide a very interesting and educational experience for you. We sincerely hope that this experience will give you the insight you may need in preparing for your career.

The activities for the first day of each workshop will begin with registration at the Red Cedar building of the Rice Lake Technical Institute - 33 Ann Street, Rice Lake. Registration is scheduled for 8 - 8:30 a.m. and a complete program of 1st-day activities will continue until approximately 3:45.

Complete details for the second day tour will be provided by your occupational instructor during the afternoon session of the first day.

The workshop project will provide noon lunches for all students at the Rice Lake Technical campus. Also, the project will provide each student with one dollar towards their noon lunch during the second day tour.

Insurance coverage will be provided for the tour; however, students are expected to exercise reasonable control of conduct while enroute and, also, on the tour site.

Thank you for participating in our workshop and giving us the opportunity to help you pursue a career.

Sincerely,

Zonnie Strandlund

YOUR WORKSHOP DATES:

____

____

Wisconsin
Indianhead District
VTAE

INDIANHEAD TECHNICAL INSTITUTE
33 Ann Street
RICE LAKE, WIS. 54868
715-234-7082

May 30, 1975

Dear Mr.

Approximately 400 high school students from this district were originally interested in attending the Career Exploration Workshop at our school this summer. However, when a second notice was sent to each one asking them to state whether or not they could come for sure, only 170 students answered "yes." Almost 200 did not even reply. The following is a list of the students from your school that were initially interested but said on the second notice they could not attend. Any help you can offer in encouraging the students to still attend would be appreciated.

Cluster #3

Sue Lehman

Cluster # 5

Alice Allen

Cluster #10

Sue Walker

Cluster #11

Tricia Ostelie

Cluster #12

Mary Katherine
Connie Minor

Sincerely yours,

Zonnie Strandlund

cao

Appendix G

I. Career Cluster Workshop Staff

II. Information Sent to Workshop staff members by Dr. George Theis, Student Services Administrator, WITI - Rice Lake Campus
  - Letter to Staff Members
  - Contract
  - On Campus Day Agenda
  - Form for Classroom Plans
  - Bus Tour Guidelines
  - Bus Tour Agenda

III. Certificate of Appreciation

Career Exploration Workshops - June 1975

Instructional Staff

Name	Position	Cluster Workshop
Arthur J. Sullivan 637 Cornell Avenue Rice Lake, WI 54868	General Ed. Supervisor W.I.T.I Rice Lake	Communications and Media
Paul Arnold North Bay Pk Rice Lake, WI 54868	Retired R.R. Employee	Transportation
James Stauffer 24 W. Knapp Rice Lake, WI 54868	Associate Professor Dept. of Biology 2 - year U. Center	Natural Resources and Environment
Dennis Harms 1008 Carson Rice Lake, WI 54868	Associate Professor Dept. of Humanities 2 - year U. Center	Fine Arts and Humanities
Val Lindemann 1513 Pine Grove Rice Lake, WI 54868	Nurses Aid - Instructor - Advisor W.I.T.I. Rice Lake	Health Occupations
Diane Peterson Route 5, Box 98 Rice Lake, WI 54868	Office Ed. - Instructor - Advisor W.I.T.I. Rice Lake	Business and Office
Mr. Earl Vance 836 Craite Ave. Rice Lake, WI 54868	Electronics, IND. Maintenance Instructor - Rice Lake High School	Product Services
Victor Bekkum Hillsdale, WI 54744	Barron High School - Instructor - Agriculture, Business	Agriculture
Mrs. Wayne Sabatka Route 2 Birchwood, WI 54817	Homemaker B.S. Home Economics	Home Economics
Mr. Gene Loomis 203 Cameron Rd. Rice Lake, WI 54868	Law Enforcement and Fire Training Specialist Indianhead District	Public Services
Jan Daughenbaugh Route 2 Rice Lake, WI 54868	Operator, Jan's Beauty Salon Licensed Cosmetology Licensed Beautician	Personal Services
Mr. Gene Vavra Hiawatha Park Rice Lake, WI 54868	W.I.T.I. - Rice Lake Dept. of T.I. - Woods Instructor - Advisor	Construction
Micheal Bark 909 11th Ave. West Ashland, WI 54806	Tourism Industries Spec. W.I.T.I. - Ashland	Hospitality and Recreation

Wisconsin
Indianhead District
VOCATIONAL, TECHNICAL AND VTAE ADULT EDUCATION

INDIANHEAD TECHNICAL INSTITUTE
33 Ann Street
RICE LAKE, WIS. 54868
715-234-7082

Dear

Welcome to a truly innovative and exciting career education concept. We are very grateful for your commitment to an active educational workshop for high school students. We are very excited about the project as are many people around the state. Because of this interest about the state, we are making every effort to really do a "bang up job". I'm certain that you will become as enthusiastic when you begin your planning and see the fantastic "action learning" possibilities for the students.

Enclosed are several items to aid your planning and understanding of the total project direction. These are some guidelines to assist you but feel free to utilize your expertise for which you were selected.

We are planning an orientation day for the entire staff of the summer workshop on Wednesday, May 28. We hope to have the Career Education Resource bus here that day for your use in the afternoon. The morning will be a discussion of career education and the concepts being presented in the workshop. A time for questions and answers will also be planned.

Again welcome!

Sincerely,

Geo. Theis

George Theis
Student Services Coordinator

CONTRACT

Career Exploration workshop supervision instructor for two days

______________________________, ______________
dates

Remuneration:

This letter of appointment will serve to notify parties concerned of the obligations entered herein on behalf of ______________________ and the District Board of the Wisconsin Indianhead Vocational, Technical and Adult Education.

The signatures of the local school administrator and individual named above shall be witness as to the mutual consent to undertake the approved extra-curricular activity.

Instructor	date	Administrator	date

Obligation

1. Plan, prepare and present occupational information for assigned cluster.
2. Contact, schedule and conduct tour of occupational cluster assigned.
3. Complete workshop evaluation form
4. Each student will be given $1.00 for noon lunch on the tour. You may wish to discuss with the tour sight personnel the possibilities of a quick lunch in the vicinity.
5. Discuss safety requirements with the tour sights and the numbers of students you will probably have. They may wish to divide your group into smaller groups for the tour - requiring more time at the sight and the supervision of those students waiting for the tour.
6. A workstudy student will be touring with you with the responsibility of assisting you in supervision and taking pictures.

ON CAMPUS DAY

8:00 - 8:30 REGISTRATION

8:30 - I. Introductions, general information regarding activities for workshop.

9:00- II. Getting Acquainted
A. Student Intro.- Name, H.S., Grade,
B. Exercise- Values Clarification

9:30 - 9:45 III. Career Exploration - General information and discussion relative to career awareness.

9:45 - 10:10 IV. MOVIE "World of Work"

10:10 - 10:20 V. Review Movie - Discussion concerning occupational resources

10:20 - 10:30 VI. Coke Break

10:30 - VII. Decision Making
A. The process of career choice

1) What is important to Me! (Personal Work Values)
(a) Vocational Interest- (Kuder, Strong, Ovis)
(b) Other Variables

2) What is probable for me?
(a) Trait and factor system- (H.S. grade records, D.A.T., Edwards Personal Preference Schedule)

3) What is Possible for Me?
(a) Educational and vocational options from which the individual is free to choose considered in light of answers the individual has discovered in combination of his personal work value system and trait and factor system.

Implementation of the decision making process will be facilitated by the following methods:

I. Short case history of Paul Martin. Paul has general ideas of his career choice but is seeking vocational guidance from his counselor. Interest testing results (strong), Aptitude testing results (H.S. Grades, D.A.T.), and Psychological testing results (E.P.P.S.) are presented to determine whether or not Paul has made an accurate assessment of himself in deciding on his career choice.

Relate info. to specific occupational cluster for each day.

II. Paul has an older ________ named ______. ________ has been successful as a ______________ for the past ten years. Revise the strong, D.A.T., and E.P.P.S. so as to identify those characteristics of _______ which contributed to his present successful career.

12:00 - 12:45 LUNCH (Red Cedar Bldg.)

12:45 - 4:00 In-depth exploration of occupational cluster with assigned instructor

CLASSROOM PLANS

(Return as soon as plans are completed) **Product Services Workshop**

Please indicate in general terms those areas you plan to cover.

Also indicate any audio visual equipment you will require to facilitate our physical arrangements.

I will be showing one possibly two films, (if time permits) first choice "Is a Career as a Technician for you?". Second choice, "is a Career in Electronics _ Manufacturing for you?"

I have invited, or will invite, the following professionals in for a question and answer session:

Telephone repair	Walt Fields	WITI, Rice Lake
Appliance (Electrical) Repair	Marvin's Appliance Services & Repairs	Rice Lake
Business Machine Maintenance	Robert Olson	Hennings Inc. Rice Lake
Small Engine Repair	Ted Walkins Recetional Vehicle Specialist	WITI, New Richmond
Radio/Television Repairs	Larry Geissler	WITI, Superior
Air Condition/Repair	Don Arnold	Rice Lake
Two-Way Radio Communications & Sound system installation	Jerry Atherton	Rice Lake
Agricultural Mechanics Skills	Charles Bagley	Northern Farm Equipment Rice Lake

Other occupation within the cluster will be handled by myself- or the tour on the second day.

BUS TOUR GUIDELINE

1. Select tour sights that will allow observation of as many jobs as possible within your occupational cluster.

2. Contact your selected tour sight and explain your purpose of the tour. You should make arrangements to allow students both to observe the various jobs in action and to be able to talk to some of the workers.

3. Decide how long it will take to travel from Rice Lake to the tour sight and decide on a departure time. Also, determine the length of stay at tour sights and return time and indicate an arrival time back in Rice Lake.

BUS TOUR AGENDA

(Return as soon as arranged) PROCTOR DMIR DOCKS

1. Tour Sights

DULUTH MINN

DMIR RR YARD, SHOP, + SHIPPING 10 AM - 12 Noon
Name

Address

SEAWAY PORT AUTHORITY OF DULUTH 1 - 2 PM
Name

Address

DULUTH AIRPORT Authority 2 - 3 PM
Name

Address

BRIGGS TRANSPORTATION CO. 3 - 4 PM

2. Departure time 7 45 am

3. Rice Lake return time 6 15 PM

4. Lunch accomodations FAST Food CHAIN EN Route.

5. Group division arrangements at tour sights. NONE

TRANSPORTATION — Occupational Cluster
6 - 16 - 75 — date
Paul W. Arnold — Instructor

234-2225

Wisconsin Indianhead District

VTAE

Awards this

Certificate Of Appreciation

To

Mrs. Karen Alstad

St. Mary's Hospital, Duluth, Minnesota

For Meritorious Service To The Rice Lake Campus

Given this 25th day of June 1975

James W. Carey
District Director

RICE LAKE
VTA

Administrator

© GOES 460

LITHO IN U.S.A.

CONSTRUCTION

Appendix H
Curriculum and Transparencies

CONSTRUCTION

Career Field

A grouping of occupations concerned with the erection, installation, maintenance and repair of residential, commercial, industrial and public works facilities or structures.

Occupational Preparation

A combination of subject matter and planned experiences designed to assist individuals in developing the knowledge and skill essential to employment in Construction.

Introduction

This guide is designed to aid your implementation of the enclosed materials. In the process of our summer workshop, we found that student participation was vital to the success of presented materials. The materials in this kit are the result of the most successful activities the workshop produced.

Hopefully, you will find items in this package that will be of use to you in making Career Education a part of your subject area.

The following is a list of materials contained in this kit. With each item you will find an explanation and or teaching suggestions to be used for each item.

1. An occupational outlook for the construction field.
2. A transparency on jobs.
3. A transparency on training.
4. A transparency on earnings.
5. A transparency on values.
6. A bibliography of community sources.
7. A bibliography of written material.
8. A slide series on construction jobs.
9. A list of in-school activities.
10. Miscellaneous materials.

Construction Occupations Outlook

Students will be interested in the future job possibilities for each field. The following job availability outlook was taken from the "Occupational Outlook Handbook" (1974-75 edition) and will be useful in your discussions of all construction occupations.

Employment in the construction trades and related areas is expected to increase rapidly through the mid-1980's. In addition to the employment growth, more than 100,000 job openings will result each year from the need to replace experienced workers, who transfer to other fields of work, retire or die.

The increase in the employment is a result of a predicted rise in construction activity. This rise will be caused by strong pressure for new housing, new industrial plants, modernization of exiting facilities and maintenance.

The worker output will be greatly increased because of technological developments in methods, tools and equipment and as a result reduce the number of man hours needed. Rates of employment will vary with the greatest growth in the electricians, cement masons, glaziers, operating engineers and plumbers. The slowest growth will be found in occupations like stonemasons or marble setters.

Transparencies

The best success with these transparencies will be found by putting student's knowledge to work by questioning rather than presenting. The transparencies are designed to give the students a general framework to stimulate discussion and also provide specific information for reinforcement.

Transparency #1 "Occupations"

Presentation Objectives

1. To introduce the vast spectrum of employment in this cluster.
2. To differentiate between the various jobs by their type and amount of training.
3. To stimulate discussion into construction job titles and their classifications.

Procedures

1. Project the transparency in its first phase just showing the categories without the job titles.

   Use the following questions to stimulate discussion on this part of the slide. (List any answers on blackboard.)
   a) What types of jobs might be included in the professional category?
   b) What types of jobs might be included in the skilled trades category?
   c) What types of jobs would be included in the labor category?
   d) What types of jobs would be included in the proprietary and supportive categories?
2. Complete the transparency by adding the job titles for each category. Match the student's suggestions with the projected ones.
3. Direct the student's attention to those job titles not mentioned previously and discuss the nature of each job. (For information about each title, refer to "Occupational Outlook Handbook" or "The Dictionary of Occupational Titles." Both should be in the school counselor's office.)

Transparency #2 "Expected Earnings"

Presentation Objectives

1. To expand the student's view of the desired career.
2. To expose variables in careers.

Procedures

1. Project the transparency in its first stage. Suggest that the students guess the amount of money each listed occupation would draw. It should be of importance to note that these figures come from the 1974-75 "Occupational Handbook" and they are based on 1972 figures. According to the U.S. Department of Labor Statistics, wages have increased on the average of 19.0% since 1972. If you would like, you could show how this would affect some of the sample salaries.

   Ex. Foreman $10,410 PY 1972
   x.19
   93,690
   10,410
   1,977.90
   10,410.00
   $12,387.90 PY 1975

- Explain that although no conclusive data is available for the professional category and only a limited amount for the proprietary and supportive groups, that one may still become acquainted with the types of jobs in existence and the amount of training necessary. Nearly all of these positions are of the higher level strata and would be accompanied by a respectable salary.

- Ask the students to guess the remaining job titles in relation to their probable earnings. Note if the job is followed by a: PH = per hour PY = per year PW = per week PM = per month

- For comparison you might take an hourly salary on a yearly basis: Ex. Glazier

- Ask the question: What is seasonal employment? (Construction workers in colder, northern climates have a slack period during the winter where they are unable because of unfavorable weather, to work.)

- Follow this by asking: How does this affect the worker's earnings? Would a skilled worker make more per hour in the northern climates or southern areas? (The answer should be that the construction worker in the South has the advantage of a longer work year which in turn earns him less per hour on the average.)

2. Complete the slide and have the students compare their answers to the projected ones.

Transparency #3 "Training"

Presentation Objectives

1. To review and explain the different directions occupational training may take.
2. To establish the guidance office as a training information center.

Procedures

1. Project the transparency and ask the following questions:
   - a) Why does the training diagram start from the high school diploma? (Quote the following figures taken from the U.S. Department of Labor Statistics)
   - b) What would be limited University training and where could a person get it? (Ex. AA degree in secretarial science at many junior colleges.)
   - c) What would a 4-year degree be and where could a person get it? (Ex. B.S. - B.A. - Any WSU system connected school or private institution).
   - d) What is graduate study or advanced education and where do you receive this t pe of training? (Ex. M.A. - M.S. - Medical doctor - P.H.D., Law degree; earned at a large state or private institution of learning)
   - e) What are some vocational-technical schools and where are they located? (Ex. Indianhead district for an example of a public institute and the Minneapolis School of Business or Control Data Institute as private).
   - f) What are apprenticeship programs? (Ex. Electrician apprentice, check with the school counselor for further information).
   - g) What are specialized factory schools? (Ex. Yamaha school)

h) Why do all the levels of training connect to the on the job level? (The answer should bring out the need for practical experience after training).

i) Why does the arrow go both ways from "on the job" to "refresher courses and workshops"? (The answer should bring out the need for staying current in one's chosen field).

j) Of 1, 2 and 3, which direction would a professional person take?(1). How about a person who desired semi-professional or technical skills? (2). Lastly, what about the person who desires an unskilled vocation? (3).

Now propose some of the suggested jobs as to what level of training they might require. Use the occupational handbook for reference.

Transparency #4 "Making the Correct Career Choice"

Objectives

1. To give the viewer a means of evaluating themselves to assist them in making a career choice.
2. To lead the pupils toward sources of self-evaluation.
3. To lead younger pupils toward experiences that might improve their career chances.

Presentation Objectives

1. Project the transparency in its first stage and ask the following questions:
   - Before we can make a career choice we must understand ourselves. In other words, we must know what makes up our whole person as illustrated here.
     a) What are our values and how can they influence our career choice?
     b) What are our interests and how do they influence our career choice?
     c) What are our abilities and how would they influence our career choice?

2. Indicate that all around the whole person in this diagram there are blank spaces pointing at the whole person. These blank spaces make up our Influence. Ask the students to suggest possible sources for our influence. Discuss each one as they suggest it.
   a) Family - How does a family affect a career choice?
   b) People Outside the Family - What would be some examples of those persons who help us in our future determining business?
   c) Mass Media and Communications - Again give some examples of these important influencing factors.
   d) Experiences - What are some examples of experiences? Would a young person living

in the city or suburbs have an advantage over the rural student as far as experience goes?

e) Personal Process of Trial & Error - Give some examples of this process in your daily life.

- Explain that as the diagram shows all of these factors go together to make the whole person "ME."
- Explain that each person should evaluate all of the factors before making a career choice. Also, make a point to have each person try to become stronger in areas where he or she is lacking. (Ex. If a student has a very limited enviornment he may choose to become more active in school functions in order to increase the amount of experiences he has.
- Explain that values, interests, and abilities may be tested:

The following are examples of tests that would be available to them:

OVIS (OHIO VOCATIONAL INVENTORY SURVEY) - This is a test assessing the students interest based on action statements. This test is available from their school guidance office.

KUDER PREFERENCE - This test shows the students' choice of work activity b comparing their answers to previous norms. It is also available from the school guidance office.

STRONG - Shows a psychological profile and personal characteristics as related to occupational cluster. This test could also be given by the school guidance counselor

Work Evaluation Center - An example would be the Singer evaluation unit. Here the student's aptitude is measured by his performance in various work samples. A student should consult his or her counselor for a possible location.

WSES - (Wisconsin State Employment Service) - Offers a Gatb test which is a series of performance task testing ability and a certain amount of intelligence testing.

3. Ask the following question before completing the transparency.

    - If you evaluate your whole person through self-analysis and testing, what positive benefits might you expect in your future career?
    - Complete the transparency and compare the group's answers to the listed ones.

Bibliography

Books - Reference Materials

1. Purchaseable Resource Materials:
   (See the enclosed handout from W.S.U. Stout)

2. Career Counseling Films: (Available from the Rice Lake office of Indianhead Technical Institute. Contact Mr. Strandlund - School Counselor).

   The films are as follows:
   "How a Career Develops"
   "The World of Work"
   "Is a Career as a Technician for you?"
   "Is a Career in the Health Services for You?"
   "Is a Career in Sales for You?"
   "Is a Career in Machining for you?"
   "Is a Career in the Service Industries for You?"
   "Is a Career in Government for You?"
   "Is a Career in the Hotel-Motel Business for You?"
   "Is a Career in Management for You?"
   "Is a Career in the Professions for You?"
   "Is a Career in Clerical Work for You?"
   "Is a Career in Electronics Manufacturing for You?"
   "Is a Career in Finance, Insurance or Real Estate for You?"
   "Is a Career in Radio or Television for You?"

3. Vocational Education Resource Materials
   (See enclosed University of Wisconsin Free Loan Bibliography)

Local sources for construction occupations

1. Any type of contractor.
2. State-County Highway Department.
3. City Water-Sewer Department
4. Real Estate Agents
5. Trade Union offices (usually in larger cities)
6. Colleges and Universities offering degrees in engineering or those offering pre-engineering studies.

7. Student's parents who might be employed in any construction related occupation.
8. Armed forces recruiter for information on construction opportunities in the military.
9. Vocational-Technical schools that offer specialties in construction occupations.
10. School guidance counselor for additional source information.

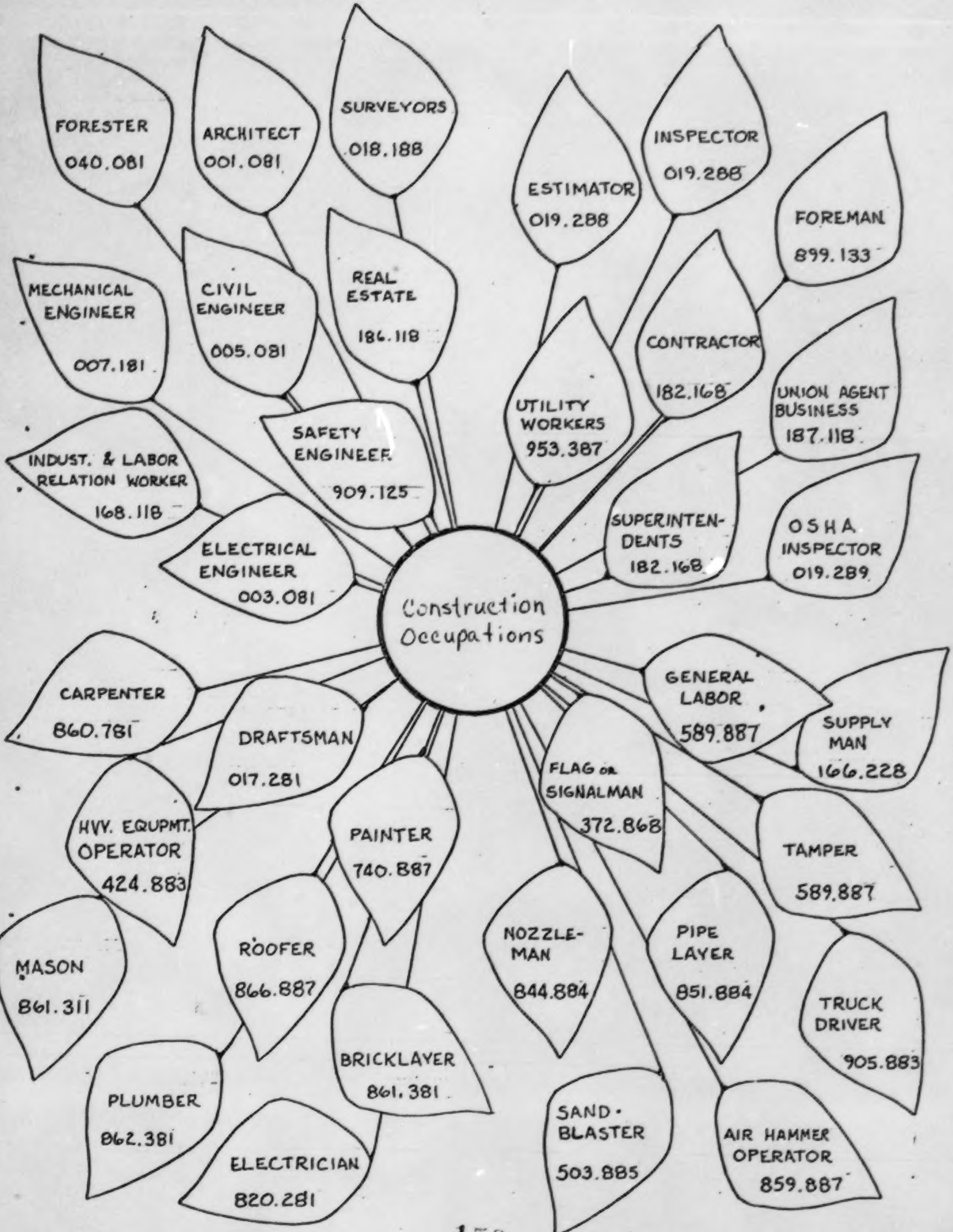
Suggested Student Activities

1. Have each student pick a single occupation and either write a report on it or give an oral report. The report must include the outlook-earnings (up-to-date, if possible), training and type of work.
2. Have students do a booklet on construction occupations. Use old magazines and find pictures of various individuals working at construction occupations.
3. Have the student go out and interview anyone employed in a construction occupation and report back to the group. (These interviews should be scheduled so that a number of students do not do the same occupation).
4. Have the student look up a number of extra construction occupations in the Dictionary of Occupational titles and add to our limited list. Make them give a brief oral-written description of each title.
5. Have the students give reports on any of the following and/or additional subjects:
   a) Union membership (how and why)
   b) Workmen's Compensation (what it is)
   c) Unemployment insurance (what it is and who can collect)
   d) Social Security Act
   e) Women in Construction Fields
   f) Strikes: What are the causes and effects
   g) OSHA and how it affects the construction's industry.

6. Have the students go to the guidance office and investigate the training possibilities at two or three different training institutions. The reports could be either oral or written.

7. Have the student make a bulletin board on construction.

Transparency 1



FORESTER 040.081
ARCHITECT 001.081
SURVEYORS 018.188
ESTIMATOR 019.288
INSPECTOR 019.288
FOREMAN 899.133
MECHANICAL ENGINEER 007.181
CIVIL ENGINEER 005.081
REAL ESTATE 186.118
UTILITY WORKERS 953.387
CONTRACTOR 182.168
UNION AGENT BUSINESS 187.118
SAFETY ENGINEER 909.125
INDUST. & LABOR RELATION WORKER 168.118
ELECTRICAL ENGINEER 003.081
SUPERINTEN-DENTS 182.168
OSHA INSPECTOR 019.289
Construction Occupations
CARPENTER 860.781
DRAFTSMAN 017.281
GENERAL LABOR 589.887
SUPPLY MAN 166.228
FLAG OR SIGNALMAN 372.868
HVY. EQUPMT. OPERATOR 424.883
PAINTER 740.887
TAMPER 589.887
MASON 861.311
ROOFER 866.887
NOZZLE-MAN 844.884
PIPE LAYER 851.884
TRUCK DRIVER 905.883
BRICKLAYER 861.381
PLUMBER 862.381
ELECTRICIAN 820.281
SAND-BLASTER 503.885
AIR HAMMER OPERATOR 859.887

Transparency #2

CONSTRUCTION OCCUPATIONS
EXPECTED EARNINGS

PROFESSIONAL

NO ACCURATE DATA AVAILABLE

PROP. & SUPP.

FOREMAN 10,410 PY
INSPECTOR 9,430-20,000 PY

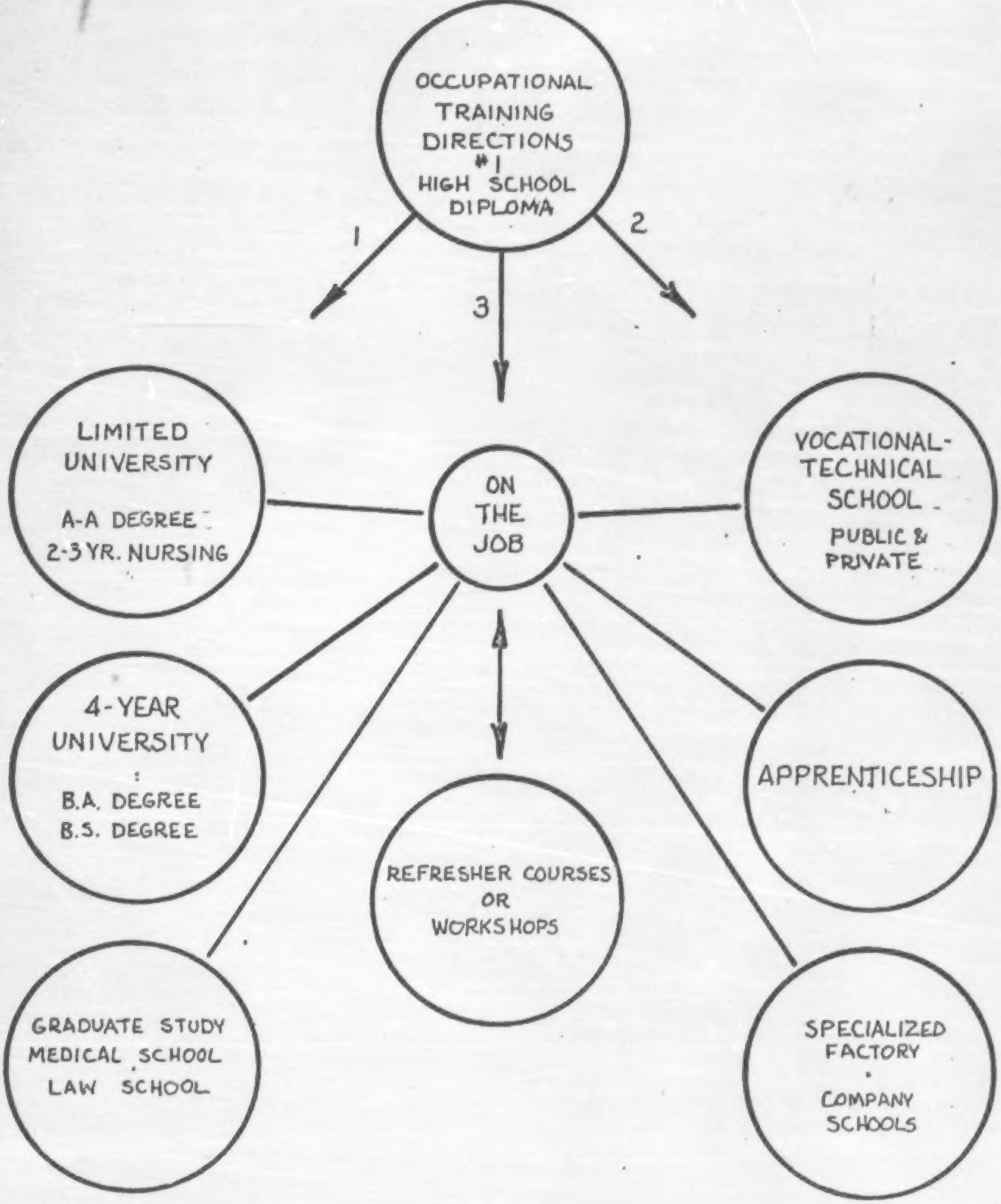
SKILLED

GLAZIERS 7.22 PH
TILE LAYERS 5.00-7.00 PH
ELECTRICIANS 8.19 PH
EQPMT. OPERTRS. 8.46 PH
BRICK LAYERS 7.99 PH
PAINTERS 7.09 PH
PIPE FITTERS 8.15 PH

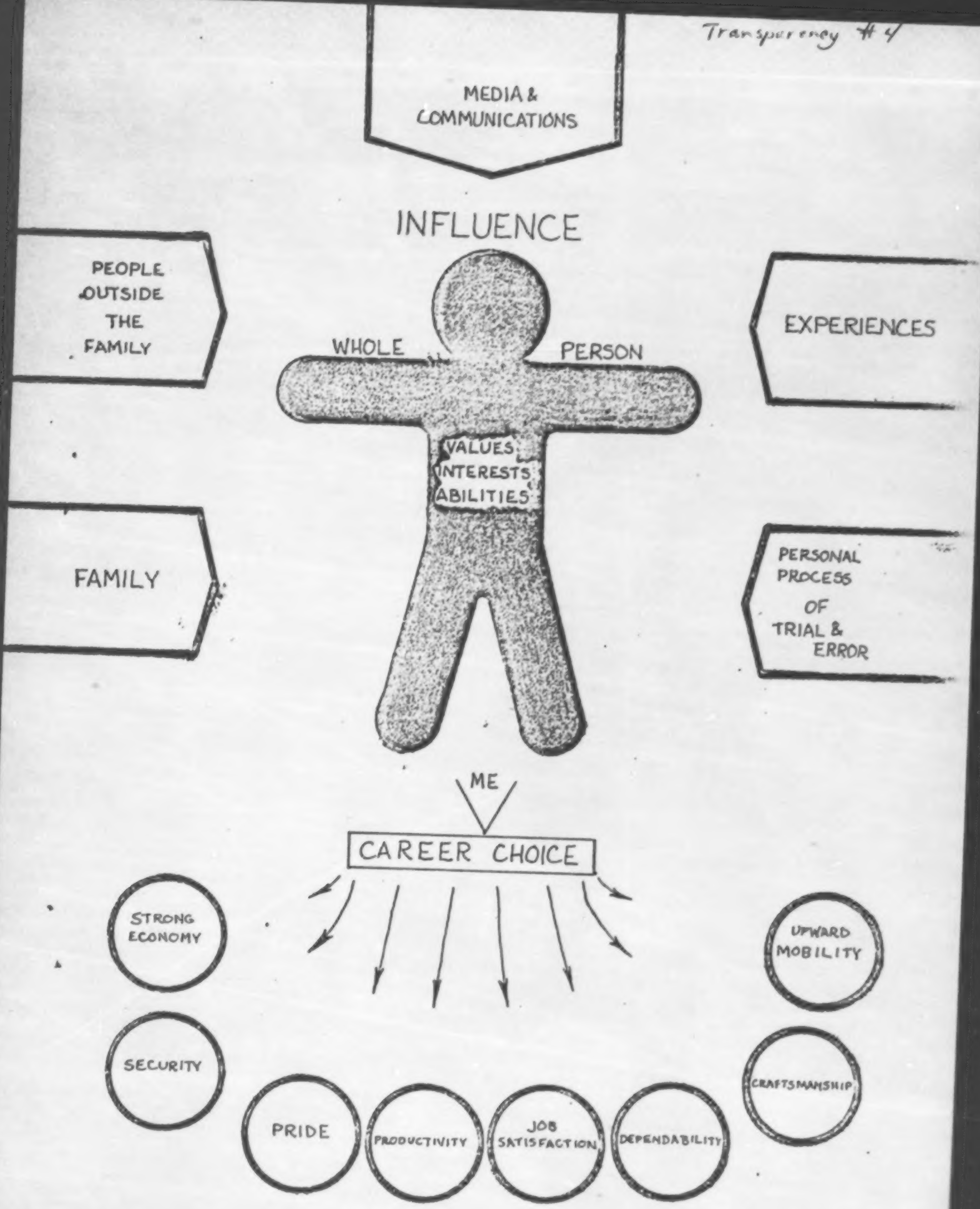
UNSKILLED

LABORERS
ALL TYPES:
5.57 - 6.06 PH

Transparency #3


OCCUPATIONAL TRAINING DIRECTIONS #1 HIGH SCHOOL DIPLOMA
1
2
3
LIMITED UNIVERSITY
A-A DEGREE
2-3 YR. NURSING
ON THE JOB
VOCATIONAL-TECHNICAL SCHOOL
PUBLIC & PRIVATE
4-YEAR UNIVERSITY
B.A. DEGREE
B.S. DEGREE
APPRENTICESHIP
REFRESHER COURSES OR WORKSHOPS
GRADUATE STUDY
MEDICAL SCHOOL
LAW SCHOOL
SPECIALIZED FACTORY
COMPANY SCHOOLS

Transperency #4


MEDIA & COMMUNICATIONS
INFLUENCE
PEOPLE OUTSIDE THE FAMILY
EXPERIENCES
WHOLE
PERSON
VALUES
INTERESTS
ABILITIES
FAMILY
PERSONAL PROCESS OF TRIAL & ERROR
ME
CAREER CHOICE
STRONG ECONOMY
UPWARD MOBILITY
SECURITY
CRAFTSMANSHIP
PRIDE
PRODUCTIVITY
JOB SATISFACTION
DEPENDABILITY

Appendix I
Marriage and Family Counselors

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

December 13, 1974

Dear

This note is to introduce to you Mr. and Mrs. Gary Yeast. Gary and Barbara are certified marriage and family counselors provided by the Barron County Sub-project to give counseling services to the people of the Barron County area without cost.

The main thrust of this project which is sponsored by the Center for Research and Educational Improvement at the University of Wisconsin-Stout is to provide "hands on experience" to aid in selecting a vocation. The "hands on experience" is provided through a 12 x 70 mobile unit equipped with fifteen Singer work evaluation programs. The mobile unit is located at 33 Ann Street in Rice Lake.

This project also offers classes to help disadvantaged persons to grow in their ability to relate to their family members and to others involved in their daily life. Beginning in January, Gary and Barbara will be teaching mini courses in family relationships and child training. These mini courses will be announced through local newspapers of the Barron County Area and through the Barron County project.

Gary and Barbara are available now for marriage and family counseling. We need your help in getting this information to persons who can benefit from the help this project has to offer.

Sincerely yours,

(Mrs.) Esther Brown, Coordinator
Barron County Sub-Project

MARRIAGE AND FAMILY COUNSELING

A team of certified marriage and family counselors has been assigned to the Barron County Sub-project located in Rice Lake. The co-counselors are a husband and wife team, Barbara and Gary Yeast.

Barbara's baccalaureate degree is in child development and family life and her masters work is in the area of guidance and counseling with an emphasis in marriage and family counseling at the University of Wisconsin - Stout. Gary is presently teaching at the University of Wisconsin - Stout in the department of Education and Psychology and Coordinator of Micro-Teaching for the School of Education. Barbara and Gary maintain an independent private practice in the Menomonie area.

The marriage and family counseling emphasis includes a comprehensive one year internship. The counseling is supervised by two trainers who are certified clinical members of the American Association of Marriage and Family Counselors.

Barbara and Gary are available for counseling with entire families and do counseling with partners conjointly. Some types of counseling they do are; pre-marital, sex, divorce, and family enhancement. They also see families who have problems with their children, families in the post-launching stage, that is, with families where the children have left home, and families with single parents.

The Yeasts point out that there is still a negative attitude toward marriage counseling. Most people tend to wait until they have severe marital problems before seeking help and then they often feel ashamed of such visits.

The focus in marriage and family counseling is gradually changing from crisis intervention to developmental counseling. Equal importance is placed on helping couples overcome discord as well as helping them realize the potential of an already good marriage. The hope is that someday people will come routinely for marriage checkups, just as they now do for physical examinations.

Barbara and Gary see the biggest problem in marriage being a lack of communication. If communication can be established, or re-established, couples usually work out their problems since communication and interaction is more important than specific problems a couple might have.

Persons interested in this service, in making referrals, or in obtaining additional details may write to: Mr. and Mrs. Gary Yeast, P.O. Box 75, Menomonie, Wisconsin 54751.

Appendix J
Relationship in a Healthy Family - The Key: Communications

RELATIONSHIPS IN A HEALTHY FAMILY - THE KEY: COMMUNICATION

Presenters

Barbara and Gary Yeast

Family Therapists
and
Consultants

P.O. Box 75
Menomonie, Wisc. 54751

FOUR STYLES OF COMMUNICATION

	Low Risk	High Risk
Low Info	**STYLE I** Factual information Chit-chat Simple reporting Simple preferences Story telling Non-hostile joking	**STYLE II** Labelling Evaluating Blaming Demanding Self-depreciating Complaining Call for defense Ignoring Indirect avoiding Acting out feelings
	Mixed Messages Advice giving Hostile joking Hidden intention	
High Info	**STYLE III** Giving impressions Giving explanations Talking about reasons Speculating about causes Interpreting Unelaborated questions Inviting information Supportive reflections "There and then" time	**STYLE IV** Documenting "Here and Now" time Expressing feelings Expressing intentions Revealing impact Identifying tension Attentive listening Elaborated questions Supportive statements Accepting differences

FIVE LEVELS OF COMMUNICATION

Based on John Powell's "Why Am I Afraid To Tell You Who I Am?"

A relationship will be only as good as its communication. Communicati refers to a process of sharing, one person becomes part of the other and they become part of each other. The five levels of communication on which persons can relate to one another represent five degrees of willingness to communicate or share oneself with others.

Level 5: Cliche Conversation (Superficial Communication).

This is the lowest level of willingness to communicate about ourselves to others.

Example: How are you?
Where have you been?
It's really good to see you.

Level 4: Reporting the facts about others.

Here we share little or nothing about ourselves but tell only what others have said or done.

Example: John told Mary he loved her.
Alice left Jerry yesterday.
Bob and Ann are going to have a baby.

Level 3: I share my ideas and judgements.

The person is willing to share some things but usually only shares what he feels the other person will accep There is a limitation placed on what will be shared with others.

Example: I enjoy Dan's company but I don't really like his wife.

Abortion is not a legal issue but a moral issue for me.

I believe Tom was a wise choice for club preside

Level 2: I share my feelings (emotions) "Gut Level"

A person shares his feelings or emotions about his ideas, judgements and decisions. It is these feelings I must share with you if I am to tell you who I really

Example: Judgement
I think that you are intelligent.

Some possible emotional reactions
- and I am jealous
- and I feel inferior to you
- and I feel proud to be your friend
- and I feel frustrated

Level 1: Peak Communication

Open and honest communication. A complete emotional and personal communication. The two persons feel and communicate on almost a perfect level.

There are also five rules to be followed for "Gut Level" communication

1. Gut level communication (emotional openness and honesty) must never imply a judgement of others.

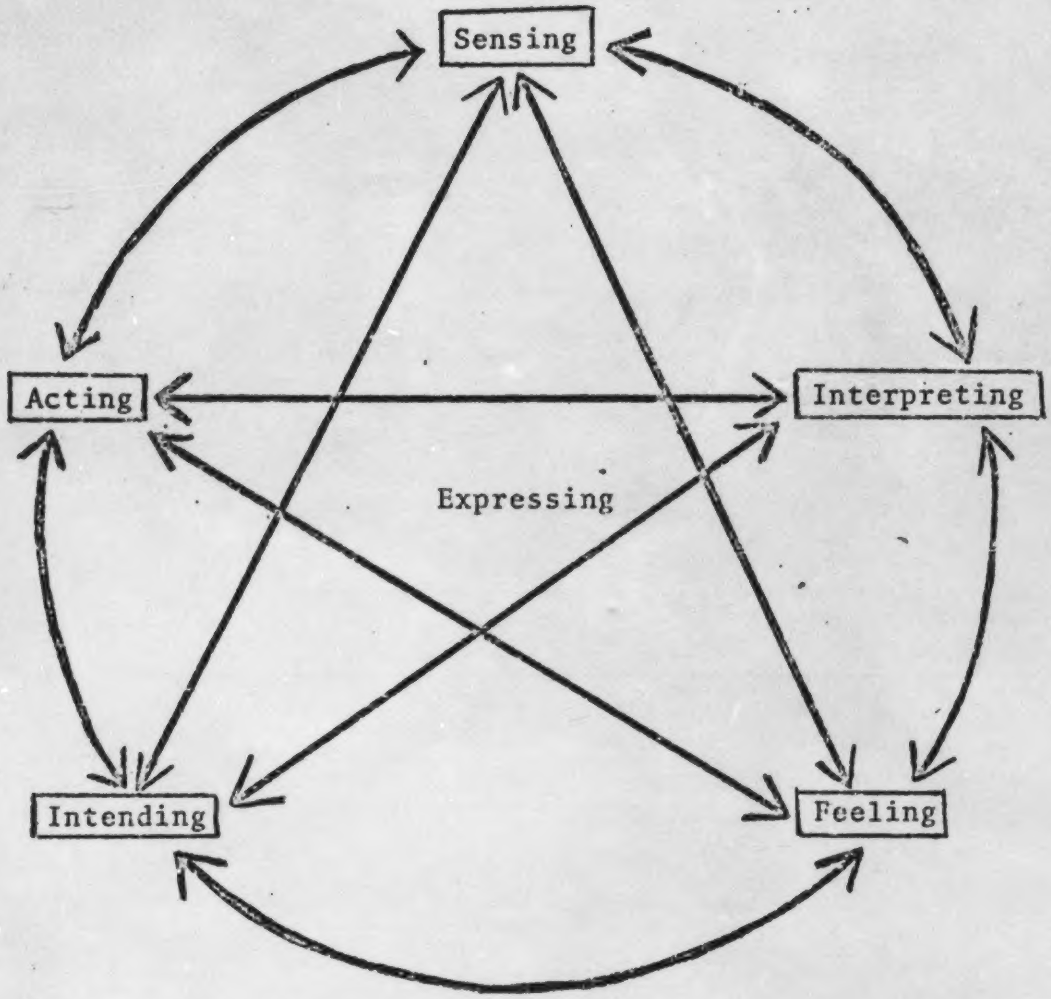
2. Emotions are not moral. They are neither good or bad and should be accepted as natural.

3. Feelings and emotions should be experienced, recognized and accepted but should not mean we must act on them. At times a judgement of the necessity or desirability of acting upon certain emotions must be made.

4. In Gut level communication emotions must be "reported." I must tell you about my emotions whether I act on them or not.

5. With rare exceptions, emotions must be reported at the time that they are experienced. Admit to your feelings as you become aware of them.

THE AWARENESS WHEEL



Sensing - Information which comes to you through touch, smell, sight taste, sound. "I see you have your head in your hands."

Interpreting - What you think the things you have sensed mean - your impressions, conclusions or assumptions. "I think you're tired."

Feeling - The feeling your interpretation causes in you. "I feel mad that you are tired."

Intending - What you want to do as a result of your feeling. "I want to let you know I need to talk with you."

Expressing - Your "out-loud" response, verbal and non-verbal action, based on sensing, interpreting, feeling, and intending. "I really need to talk with you, but I'm feeling upset because I think you're tired. What shall we do?"

SKILLS FOR EXPRESSING SELF AWARENESS

Speaking for Self - means expressing your own sensations, thoughts, feelings, and intentions. You avoid telling others what they sense, feel, think, or intend.

This: "I see a scowl on your face, and I think you're mad."

Not This: "You're mad at me!"

Documenting - Using specific concrete examples to clarify your own interpretations, feelings, and intentions.

This: "I'm mad because you went out Friday night and also Saturday."

Not This: "You're never home!!"

Making feeling Statements - sharing how a situation makes you feel rather than just what you think about it.

This: "I feel lonely and rejected when you go out by yourself Friday and Saturday night."

Not this: "You don't love me anymore!"

Making Intention Statements - A way of expressing your immediate goals or desires in a situation.

This: "I want to go to a movie tonight."

Not This: "You never take me anywhere!"

SKILLS FOR SHARING MEANING

A. Asking for reflection

Asking others to reflect back my message - occurs when you (the sender) ask your partner to report back to you the messages he's received from you. Asking for reflection looks something like this:

> Wife: "I'm not sure we should redecorate the living room. A vacation is more important to me right now than a sofa. What do you hear me saying?"

Asking for reflection is relatively simple. It's done by ending a statement with a question such as, "what do you hear me saying?" or "what message are you getting?" These kinds of questions ask the receiver to "mirror" your message, reflect it back to you in his own words so you can determine whether you're being understood or not. Whether you and the other are sharing a meaning. It also tells your partner you have a desire to establish "accuracy" about the message. Again, the responsibility for determining whether or not the message sent is the same as the message received lies with you, the sender.

B. Acknowledging the other's message

Acknowledging is a way of giving feedback. Simply telling the sender, "I understand what you're saying," is not giving feedback. Acknowledging looks like this:

> Wife: "I don't like it when you clean your pipe while I'm telling you about a problem the kids are having at school. I think you're not listening when you do that."
>
> Husband: (Acknowledging) "Right now I hear you saying that when I'm not paying total attention to you, when I'm not looking at you, you get mad. . .especially when you're talking about something as important as the kids."

Skill in acknowledging requires that you let the sender know, first of all, you have received a message. And then, let him know what message you have gotten. To initiate acknowledgement, it's helpful for the receiver to preface his feedback with a phrase such as, "What I hear you saying is. . .," or "I'm getting this message."

There's a second kind of acknowledging - something the sender does. Once the receiver has acknowledged (reflected back), the sender in turn acknowledges the receiver's message. He indicates he has heard the receiver, and lets the receiver know either that the message received is the same as the message sent (That's it - that's what I meant"). Or he gives more information to clarify the original message.

Acknowledging is important for several reasons. First, it indicates you, the receiver, have been listening and observing attentively. Second, it lets the sender evaluate how well you understand him. And third, if the sender has not been clear in his initial message, acknowledging lets the sender know specifically where you are - what you understand. This last point is especially important because, with more specific information, the sender can clarify his message more easily.

Note! When you are the receiver in the shared meaning process, do not respond by agreeing or disagreeing, or by giving your own point of view. Rather, simply reflect back the sender's message.

C. Checking Out

As we noted, the shared meaning process is extremely important because too often communication fails due to misunderstanding. However, the process has definite limitations. It's essentially a one-way process, helpful in insuring that you and your partner share a meaning.

But communication as a whole is a two-way process, an exchange of viewpoints and feelings. So to be effective, communication requires another skill - checking out.

Checking out is the skill of asking the other where he is. What his thoughts, feelings, and intentions are. And it's pretty easy to do.

Simply by asking where the other person is:

"What do you think?"

"How are you feeling?"

"What do you want to do?"

"How do you see it?"

Adapted from Minnesota Couples Communication Program.

Appendix K

Letters of Evaluation
for
Work Evaluation

CAMERON PUBLIC SCHOOLS
CAMERON, WISCONSIN 54822
Telephone 458-2210

DR. ARMIN C. BLOCK
Administrator
JAMES GEHRKE
High School Principal
GERALD PETERSON
Elementary Principal

June 10. 1975

Prof. Esther Brown, Coord.
Work Eval. Service Unit
Barron Co. Sub. Project
Applied Arts Building 225 F
Wis. State University-Stout
Menomonie, Wisconsin
45751

Dear Esther:

I am compelled to write you regarding my appreciation of the Work Evaluation Unit that was stationed on the campus of the Barron Co. Vocational School. There are not enough words to describe the value that this unit presented to the students in the Cameron Public schools. The awareness of job opportunities is an area that each local school strives to present--most times inadequately. Having the unit available meant opening a whole series of new doors for those youngsters who had no definite career objectives. Interest in the Service Unit is constantly accelerating, I look foreward to double participation from this student body next year.

The young people of the rural areas of America are often more severely handicapped regarding job opportunities then their counter-parts in Urban areas. Our youngsters just do not get exposed adequately to "The world of work"=-- that is until this past year when your unit and your program "turned them on" to the many job opportunities and careers that are available. We have just started to provide these learning opportunities to our youngsters; I sincerely hope we will

CAMERON PUBLIC SCHOOLS
CAMERON, WISCONSIN 54822
Telephone 458-2210

DR. ARMIN C. BLOCK
Administrator
JAMES GEHRKE
High School Principal
GERALD PETERSON
Elementary Principal

be given the opportunity to expose more young people to the exciting things that happen in the Work Eval. Service Unit at Rice Lake. Thank you Esther and to everyone who helped bring this service to our area--it was greatly needed. I look foreward to working with you agai n next year.

Sincerely,

Dr. Armin C. Block
Supt. of Cameron Schools

Robert K. Eggleston
Guidance Dir. Cameron Schools

JOINT COOPERATIVE PROJECT
for Vocational Education

Barron-Chetek-Prairie Farm-Area Schools

William G. Maurina
Voc. Coor.

622 E. LaSalle Ave.
Barron, Wisconsin 54812

Tel. 715-537-5611

June 17, 1975

Mrs. Esther Brown
Applied Arts Building-Room 225F
University of Wisconsin-Stout
Menomonie, WI 54751

Dear Esther:

This letter is in regard to the Barron County Sub-Project that provided the Work Evaluation Service Unit which is located on the Rice Lake Campus of the Wisconsin Indianhead VTAE District.

My primary responsibility is working with and providing to secondary students vocational education programs. Before these programs can be meaningful to secondary students they need input for decision making, as it relates to careers and occupational awareness. This is a critically weak area to date.

The evaluation unit that was made available to our "reluctant learners" or potential dropouts and/or dropins was a strong motivational device and in many instances served as the catalyst for self awareness and gaining a feeling of self worth.

This approach has many possibilities for other students, as it relates to developing occupational awareness and a vehicle for trying a work sample that could not be provided otherwise. The concept of work evaluation could be further expanded to include a complete evaluation and prescription as it relates to students that have learning, behavioral, and motivational problems.

The work samples would only be a small part of the whole evaluation. Administrators and guidance counselors are just beginning to see the potential of this service.

It seems that the ideal way to provide this kind of a service is from a center such as we have at Rice Lake and that public secondary schools and the post-secondary schools could share the unit for the evaluation. This could also be used by other agencies such as the Department of Social Services, community action programs, vocational rehabilation, and county manpower service.

With the unit in operation for only one year it seems that not even the most rudimentary value of this kind of a unit can be determined.

Agriculture - Graphic Arts - Metals - Electricity - Electronics - Welding
Business Education - Home Economics - Food Service - Plastics - Drafting

I have a deep concern that this unit not end up on some college or university campus as a teacher training unit and never again be available to students and others with need at the grassroots level; where it is most needed.

Esther, I have enjoyed working with you and I sincerely hope that your efforts in this project will be further stimulated by concerned educators at both the secondary and post-secondary level.

Sincerely,

Will G. Maurina

William G. Maurina
Vocational Coordinator

WM/co

I have a deep concern that this unit not end up on some college or university campus as a teacher training unit and never again be available to students and others with need at the grassroots level; where it is most needed.

Esther, I have enjoyed working with you and I sincerely hope that your efforts in this project will be further stimulated by concerned educators at both the secondary and post-secondary level.

Sincerely,

Will G. Maurina

William G. Maurina
Vocational Coordinator

WM/co

Rice Lake Senior High School

WILLARD L. SWANSON, PRINCIPAL
RICHARD J. HALVERSON, ASS'T. PRINCIPAL

RICE LAKE, WISCONSIN 54868

TELEPHONES
234-2181 234-2182

June 9, 1975

Ms. Esther Brown, Coordinator
Barron County Sub-Project
University of Wisconsin-Stout
Menomonie, WI 54751

Dear Mrs. Brown:

I was quite disturbed to hear that the work evaluation unit which we had the opportunity of using this year may not be continued next year. We at Rice Lake made a great deal of use of the unit and I was most favorably impressed with the feed-back I received from students regarding their interest and enthusiasm for this experience.

I sincerely feel that, should this be continued next year, we would make greater use of this opportunity and that the unit would be scheduled 100% of the time. Other counselors in our area have expressed most favorable reactions to the unit as well.

I was also very favorably impressed with the post-evaluation interviews conducted by the unit's evaluator and the informative and complete reports she forwarded to the school.

I recognize the difficulties involved in funding these days, but feel that it would be a real loss to our area if the work evaluation unit were discontinued.

Sincerely,

Bruce Tasker

J. Bruce Tasker
Guidance Director

cms

Cumberland Community Schools

1000 Eighth Avenue
P.O. Box 67
Cumberland, Wisconsin 54829

Phone: (715) 822-2251
ANTHONY DI SALVO
Jr. - Sr. High School Principal

Phone: (715) 822-4611
FRANCIS PEICHEL
Superintendent of Schools

June 16, 1975

Esther Brown
225 F. Applied Arts Building
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Dear Ms Brown,

During the past school year some Cumberland High School students have been involved in the Work Evaluation Program at the Wisconsin Technical School at Rice Lake through the U. W. - Stout. I wish to express my opinion of the program. It enabled our school to provide a service to some students that in the past we were not able to provide. In working with young people we find this a very helpful service both to students and staff.

Upon completion of the program I personally discussed the program with each participating student and their enthusiasm was very high. We had some students involved that were potential drop-outs and they were reinforced that they did have abilities. Being in education I am sure you know that the self image the student has plays a large part of his interest in school. This program raised the involved student's self image.

In conclusion I must say the program was very successful for Cumberland High School students. I can forsee it being even more meaningful in the second year. We are looking forward to being involved next school year.

Thank you.

Sincerely,

Anthony Di Salvo

Anthony DiSalvo, Principal

h

Rice Lake, Wisconsin
June 11, 1975

Mrs. [illegible] Brown
Coordinator of Bureau
Univ. of Wis. Stout
225 E. Applied Arts Building
Menomonie, Wisconsin 54751

Dear Mrs. Brown

Our son just graduated from High School, he has no idea of what he wanted to do.

He farms, and he works on the farm. we would like to have him try something else before he decide whether he want's to stay on the farm.

This spring he took the evaluation program at Vocational School. He was very surprised with himself, that he could do so many thing and well.

He has decided to take accounting at Vocational School with different classes in the evening.

We sure appreciate this program and hope it will continue for future students, as we have another boy graduating from High School in two years.

Mr. & Mrs. Roy Monson
Rout Box 280
Rice Lake, Wisconsin 54868

Appendix L

Evaluation Forms

- Post Evaluation Questionnaire
- March 19 Workshop Evaluation
- Pre-Career Workshop Survey
- Post-Career Workshop Survey
- Relationships in a Healthy Family - The Key: Communications
- Couples Communication Workshop

Name ____________________

Date ____________________

Post Evaluation Questionnaire

1. Write your opinion of the following:

   a. I believe that the written tests were: ____________________

   ____

   ____

   b. I think the work samples were: ____________________

   ____

   ____

2. What Work Samples did you complete? List them, starting with the one you liked most, ending with the one you liked least.

   ____________________ ____________________

   ____________________ ____________________

   ____________________ ____________________

3. Test results and the work samples showed that my vocational interests were: (circle one)

   a. Completely different from what I expected.

   b. Similar to what I expected.

   c. Exactly the same as what I expected.

4. Do you feel the evaluation was a worthwhile experience? ___yes ___no

   Why? ____

   ____

5. Comments or recommendations: ____________________

   ____

   ____

   ____

Evaluation of Application of Work Evaluation Workshop for Counselors and School Administrators

DIRECTIONS: Check the response that most nearly represents your feelings in regard to this workshop.

	1 NO HELP	2 LITTLE HELP	3 SOME HELP	4 HELPFUL	5 VERY HELPFUL
1. The presentations given increased my understanding of what Work Evaluation programs are designed to do.					
2. The presentations given increased my understanding of the reports generated by the Work Evaluation Service Unit.					
3. The presentations given increased my understanding of the benefits of Work Evaluation programs to students.					
4. The presentations given increased my understanding of the benefits of Work Evaluation reports to teachers.					
5. The presentations given increased my understanding of the benefits of Work Evaluation reports to school curriculum.					
6. The presentations given increased my understanding of my part in the success of the occupation exploration workshops to be held June 2 - June 30, 1975.					

Additional comments and suggestions:

Career Survey
(Pre-Career Workshop Form)

1. Name ____

   (1) ___ Male (2) ___ Female

2. Occupation Cluster:

3. What is your career choice? ________________________________

4. How sure are you of your career choice? (check (√) one)

   (1) ___ not sure
   (2) ___ partly sure
   (3) ___ sure
   (4) ___ very sure
   (5) ___ definitely sure

5. How much information do you have about your career choice? (check one)

   (1) ___ none
   (2) ___ very little
   (3) ___ some
   (4) ___ considerable
   (5) ___ a lot of information

6. How much time have you spent studying information about your career choice? (check one)

   (1) ___ none
   (2) ___ 1 to 2 hours
   (3) ___ 10 hours
   (4) ___ 20 hours
   (5) ___ semester course

7. How much work experience have you had that is related to your career choice? (check one)

   (1) ___ none
   (2) ___ a few hours
   (3) ___ one summer
   (4) ___ two summers
   (5) ___ part-time for two or more years

8. To what extent are you familiar with the activities a person working in the career of your choice must perform? (check one)

   (1) ___ not familiar
   (2) ___ slightly familiar
   (3) ___ familiar
   (4) ___ very familiar

9. How familiar are you with the working conditions involved in the career of your choice such as: skills and knowledge required of you, life style associated with the occupation, salary, work schedule, etc?

   (1) ___ not familiar
   (2) ___ slightly familiar
   (3) ___ familiar
   (4) ___ very familiar

Career Survey
(Post-Career Workshop Form)

1. Name ______________________________

   (1) ___ Male
   (2) ___ Female

2. Occupation Cluster:

3. What is your career choice? ______________________________

4. How sure are you of your career choice? (check (√) one)

   (1) ___ not sure
   (2) ___ partly sure
   (3) ___ sure
   (4) ___ very sure
   (5) ___ definitely sure

5. How much information do you have about your career choice? (check one)

   (1) ___ none
   (2) ___ very little
   (3) ___ some
   (4) ___ considerable
   (5) ___ a lot of information

6. Has this career exploration experience caused you to change your career choice? (check one)

   (1) ___ yes
   (2) ___ maybe
   (3) ___ no

7. Has this experience caused you to consider other careers? (check one)

   (1) ___ yes
   (2) ___ maybe
   (3) ___ no

8. Will this experience cause you to seek out further information on your career choice? (check one)

   (1) ___ yes
   (2) ___ maybe
   (3) ___ no

9. Has this experience made you more aware of the process of selecting a career? (check one)

   (1) ___ yes
   (2) ___ maybe
   (3) ___ no

10. Has this experience been worthwhile to you? (check one)

    (1) ___ definitely yes
    (2) ___ yes
    (3) ___ undecided
    (4) ___ no
    (5) ___ definitely no

(Post-Career Workshop Form Continued)

11. What was the most important part of this experience to you?

12. How could this experience have been improved?

EVALUATION

Relationships In A Healthy Family-
The Key: Communication

Date: ________________

Please respond to one category only.

	strongly disagree	disagree	undecided	agree	strongly agree
1. This presentation has helped me better understand myself.					
2. This presentation helped me better understand my family.					
3. This presentation has helped me learn specific skills in communication, such as shared meaning, checking out, documentation, "I"statements, etc.					
4. I would recommend this presentation to other people.					

5. Additional Comments:

Appendix M
Letters of Evaluation
Marriage and Family Counseling

JOHN P. SANTERRE
LAWYER

PHONE 537-3444
AREA CODE 715

BOX 163, 54 E. 3RD
BARRON, WISCONSIN 54812

July 2, 1975

Mrs. Esther Brown, Coordinator
Barron County Sub-Project
225-F Applied Arts Building
University of Wisconsin Stout
Menomonie, WI 54751

Dear Mrs. Brown:

I wish to advise you that I am of the opinion that we are in great need for marriage and family counseling particularly at home with the parties, not only for disadvantaged families but for advantaged families, if I may use that term.

Mr. and Mrs. Yeast provided a valuable service, and I think that they achieved some substantial results. Needles to say, they were not successful in all cases and in some cases were unable to achieve a rapport, but overall results were good.

Very truly yours,

John P. Santerre

John P. Santerre

JPS:ll

BARRON COUNTY
DEPARTMENT OF SOCIAL SERVICES
BARRON, WISCONSIN 54812
715-537-5691
IRA M. CUTLER, DIRECTOR

July 2, 1975

Mrs. Esther Brown, Coordinator
Barron Co. Sub-Project
225-F Applied Arts Building
University of Wisconsin, Stout
Menomonie, Wisconsin 54751

Dear Mrs. Brown:

I cannot tell you the exact number of cases we have referred to Mr. and Mrs. Yeast but I trust they have kept records of the referrals made and the number of times we have used them as consultants. Although some of our social service staff do occasionally provide couples with marriage counseling they do not have the expertise of the Yeasts.

We sincerely believe that the most successful family or marriage counseling is done in the home of the client. Most of our clients cannot afford to pay a professional counselor for his services and marriage and family counseling program such as yours is extremely valuable to our agency and our clients.

We have truly enjoyed working with Mr. and Mrs. Yeast and have found them to be very competent and dedicated counselors. If this sub-project cannot be re-funded our agency will be losing a very valuable resource.

Very truly yours,

BARRON CO. DEPT. OF SOCIAL SERVICES

Robert Haupt

Robert Haupt,
Social Work Supervisor

RH:m

July 9, 1975

Dear Ms Brown,

Thank you for the opportunity to express my appreciation for the work done by Mr + Mrs Yeast.

The families that I referred for family counseling showed a marked improvement in all areas once the Yeasts had helped them to improve their relationships within the family.

Barb and Gary also spoke to our family living class as a group several times. In doing our evaluation, this was mentioned as being one of the more helpful sessions.

I only hope that in the future churches, social agencies, and schools will see the value of family counseling and recommend their clients use this method of guidance more often.

Thank-you again for making this service available to my students.

Mrs. Kathy Hile

WEST CAP
WEST CENTRAL WISCONSIN COMMUNITY ACTION AGENCY

July 11, 1975

Esther Brown Coordinator
Barron County Sub-Project
225-F Applied Arts Building
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Dear Esther:

How many times in the past year I have wanted to send you and your capable staff a brief thank you for the greatly needed supportive services the West CAP Employment program clients have received through the Barron County Sub-Project. Our special appreciation goes to Gary and Barbara Yeast for the high quality counselling services they provided the low-income people we referred to them.

We sincerely hope that the Barron County Project Services, particularly those under your supervision are somehow continued.

Sincerely,

Steve Jackelen
Associate Director

SJ:AK

525 SECOND STREET P.O.BOX 308 · GLENWOOD CITY, WISCONSIN 54013 · 715-265-4271

WEST CAP
WEST CENTRAL WISCONSIN COMMUNITY ACTION AGENCY

July 10, 1975

Mrs. Esther Brown
Coordinator-Barron County
Sub-Project
225-F Applied Arts Building

Dear Mrs. Brown:

I was told recently that family counseling through the Barron Co. Sub-Project would no longer be funded.

It has been my professional experience with Barb and Gary Yeast (family therapist) with the project that family therapy is a much needed approach in any counseling program.

We serve 7 West Central counties in Wisconsin of which Barron Co. is a part. In the past 3 years that I have worked with West CAP, Barron Co. has been a county where much professional help and work is needed. I have personally been able to identify families who could benifit from the therapy offered by Barb and Gary.

Much of my individual counseling that I do has ended up with several visits at client homes to talk with the family in order to gain a better prospective of my clients. It seems to me that the family is the building blocks to sound interpersonal communications. If the family is healthy than the individual client would probably be healthy. However too often we find that most clients problems stem from faulty relationship building in the nucleor family.

I strongly urge and support you endeavorous to build and implement an effective family counseling program.

If I can be of any further assistance in support of planning please let me know.

Sincerely,

Ronald E. Anderson

Ronald E. Anderson
Director
Manpower Counseling
West CAP
Glenwood City, WI 54013

525 SECOND STREET P.O. BOX 308 · GLENWOOD CITY, WISCONSIN 54013 · 715-265-4271

CHETEK UNITED METHODIST CHURCH
HOWARD LINDSAY, Minister
Phone 924-4660
Chetek, Wisconsin 54728

July 15, 1975

Ms. Esther Brown
2257 Applied Arts Bldg.
University of Wisconsin
Menomonie, Wis. 54751

Dear Ms. Brown:

This letter is a little late, but I want to express my sincere appreciation for the contribution that Barbara and Gary Yeast made to the families in our area.

Several troubled marriages found the kind of counseling that was desperately needed in order to maintain family life. I do hope it is possible in the future to provide this kind of service to our county. Speaking from a professional viewpoint, we urgently need help. If other counselors are available in the future we would like to have them in the area.

Again words cannot express the great feeling I had for Gary and Barbara and their professional help was greatly appreciated.

Sincerely,

Howard K. Lindsay, Minister
CHETEK UNITED METHODIST CHURCH

HKL:hn

BARRON COUNTY
DEPARTMENT OF SOCIAL SERVICES
BARRON, WISCONSIN 54812
715-537-5691
IRA M. CUTLER, DIRECTOR

July 24, 1975

Esther Brown, Coordinator
Barron County Sub-Project
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Dear Ms. Brown:

This past spring I had the opportunity of working with Gary and Barbara Yeast who were working with the Barron County Sub-Project in this area.

I had referred a situation to them which involved a sixteen year old foster child who was having some problems in the foster home where I had placed her. This was not the usual kind of referral that I make for family counseling because the family was not related to the girl. There were, however, some very close ties and I thought that in many ways the problems were quite similar to those I had found in other families I had worked with.

Gary and Barbara agreed to work with the foster family and because I had made the referral, they invited me to attend the family therapy sessions also. I attended five sessions with Gary and Barb and each time I was very impressed with the work they were doing and the progress they were making. This was my first experience participating in family therapy in the home and I feel that it is far superior to the clinical setting. Gary and Barbara always worked with the other human services agencies that were involved and would readily accept the presence of another concerned person such as myself in their family therapy sessions.

I understand that they will no longer be working in this area as the program they were working under has not been funded. I feel very strongly that they were providing services which were badly needed in Barron County.

I am certain that their absence will leave a gap in the services that are available to troubled families in Barron County.

Sincerely,

BARRON CO. DEPT. OF SOCIAL SERVICES

Pete Newman

Pete Newman, Social Worker

PN:ed

Appendix N
Case Studies

Case Studies

Following are the reports of two case studies conducted by the man and wife team of marriage and family counselors who were employed by the University of Wisconsin-Stout project "Work Evaluation For Economically and Educationally Disadvantaged Families of Barron County." Each case is introduced by a short overview then presented using the co-therapy team's Dynamic Formulations.

Each Dynamic Formulation contains: (1) session number and date (2) persons present at the session besides the co-therapy team (3) a summary of the session identifying the topics discussed during the session (4) the co-therapy team's analysis and interpretation of the family system dynamics (5) future interventions planned by the therapists to focus on in the next session.

Reading the Dynamic Formulations in sequence reveals the process of family therapy. The reader will see the direction in which the co-therapy team is going or attempting to go, the family resistance called the "Battle for Structure," the ways family members protect each other or try to change the focus of therapy and what changes the family eventually does make.

Case Study I

Overview

The family involved in this case study had fourteen sessions with the co-therapy team members over a period of five months. There are three reasons for the selection of this case to be cited in the final report of this project: (1) the family was extremely disadvantaged, (2) the family was one of the first with which the co-therapy team worked on this project, (3) the co-therapy team had limited success with the family.

The family was referred to the co-therapy team because a son was in trouble with the law enforcement agency - such was the presenting problem. The larger problem was the relationship between the parents. When the focus of therapy was changed from the delinquent son to the relationship between the parents, the parents terminated therapy. The delinquent son was the scapegoat and the "black sheep" of the family. The dynamics of the parents contributed to the son's delinquency. The son was the identified patient (IP) and was thought to be the problem by the rest of the family members. By labeling the son as the problem the focus was kept off the larger problem.

Many attempts were made to secure the assistance of other agencies in helping this boy for he had dropped out of high school when he was placed in the special education classroom. Presently West Cap is attempting to secure appropriate help for the boy.

CASE I

DYNAMIC FORMULATIONS

1. Session I: Date

2. Persons present: Jim (husband), Mary (wife), Terry (oldest son, age 17), Bill (age 16), Sue (oldest daughter, age 11), Sally (age 10), and Steve (age 7, deaf and physically handicapped).

3. Presenting problem: The family requested counseling because of their son Bill who was arrested by the police for stealing in two different counties. Bill also has quit school and refuses to return.

4. Summary of Session: When we arrived the father greeted us at the door and asked if we were the people from Menomonie. He asked us inside and introduced us to the family members who were in the kitchen and dining room. We talked with the mom and dad first with Sue, Bill and Steve present. They told us about Bill's trouble. He isn't in school and is awaiting trial. The parents think Bill will be sent to the Lincoln Boys School. It was explained to the members that even though Bill has the problem it will have its effect on the entire family.

   The mom told us that Bill's older brother Terry loses patience with Bill and gets mad at him. Mary said Terry is a perfectionist. Terry often tells Bill what he should do. We asked if it was sort-of-like Terry was another parent to Bill. Mary said "Ya and it's bad enough having two parents, let alone three." Terry will graduate from high school this spring. Mary said Bill is sort-of-dumb, Bill is in the 9th grade having been held back twice.

   We asked if all the family could be brought together to see if they would all be willing to try family counseling at least once. When the family gathered around the table Bill sat across the room outside the family circle.

   The youngest girl, Sally was having a hard time getting ready for a gathering of young girls. Her mom said she cries when she feels hurt and does that a lot. She had been crying before coming downstairs to be with us.

   We explained to all the children our work and that we would all gather to talk and all try to find ways to help the family run a little smoother and a little happier. We asked if they would try family counseling one time. They all agreed to met Saturday at 1.

   The father felt a need to explain the tight financial bind they are in right now. He feels that this is part-of the family's problem. He works from dawn to dusk to keep up a living for his family. He told us that he moved up here from Chicago. He had bleeding ulcers when he worked in the city. He said he came to Barron County to get out of the rat race. He worked his parents farm first, then bought his own farm. While he was talking his mother and father and a nephew came to visit. We left at that point.

5. Analysis: We see alot of guilt in the father. We feel this perhaps comes from his not taking time or having more time to be with Bill and the other children.

   We see Bill taking the role of the "family dumby". We see Terry as the "achiever" and Bill then being the "underachiever". He couldn't compete with Terry so he gave up.

   When we saw Terry and Bill together, Bill looked more healthy physically and if we had to pick out the Identified patient we would think it would be Terry. Our guess is that Bill is more healthy. We would guess that Terry keeps alot of things inside of him, and is hurting just as much or more than Bill.

   We see Bill as being so stuck in the family system that the only escape for him was juvenile delinquency. We feel that this family doesn't give their children much room for growth. Ex. Sally being told what to wear. We also see Bill wanting to be out of the family system or not feeling a part anymore, as evidenced by how he sat away from the rest of the group.

   Another bold analysis is that the father, Jim, is still stuck in his family of origin and has not individuated himself. His need to come back to Wisconsin and the fact that he does alot of work for his mother and father gives us this impression.

6. Future Interventions:
   1. Ask each member of the family what they like about their family.
   2. Ask each one what they would change if they could.
   3. Ask each family member what they want from their family. Then what they could do for the rest of the family.

1. Session II: Date

2. Persons present: Mary, Bill, Sue, Sally and Steve.

3. Summary of Session: Mary said she and Bill had been arguing all morning. She told us that he does not want family counseling. She said she tried to explain to him that we do relationship counseling and that doesn't mean someone has to be crazy.

   We talked about Bill not wanting counseling. And we tried to separate Bill's problem from the family's problem and tried to show how they are separate but related.

We asked where Jim and Terry were - they were hunting. We asked Bill if he didn't like hunting he said - he didn't have a gun. Mary said he doesn't really like to hunt anyway.

We asked each of the family members what they liked about their family. Sue and Bill couldn't say what they liked.

We asked Bill about his relationship with Terry and how he felt about his parents allowing Terry more freedom. He said he felt o.k. about Terry. We asked if his parents ever compared the two of them, he said "no". Mary said that wasn't true she admitted that she had said to Bill many times - "why can't you be like Terry?"

We asked Sally what she didn't like about the family. She said Sue gives her a hard time. Mary said like when Sue wants her room all straightened out and Sally could care less. She said it is a little bit like Terry and Bill.

We asked what has happened in the family to bring them to this state of affairs. Mary explained a little about how as a young child Bill was out of his crib early and curious about things and always seemed to be in trouble and getting punished for it. Terry on the other hand was a "good" child.

We talked about how Mary is scared for Bill. She has just two more years to tell him what to do. She wants badly for him to go to a school to learn how to do something.

We explained how when Mary tells Bill to do things, he knows that to get even with her, all he has to do is not respond and just simply refuse to do what she tells him.

4. Analysis: We feel that Bill is a victim of his family. As evidenced by the short history that Mary was able to give us. He has been put into the role of the "bad" problem child.

   We feel that Bill is fiercely loyal to Mary and his family. He had a chance to get out some of the hurt inside but chose to protect Mary from those emotions by remaining quiet in front of us.

   We see the parents being very verbal and yet the children have a hard time communicating. We feel this may be because the parents do all of the talking and taking care of the children rather than letting them work out things for themselves.

5. Future Interventions: Turn the focus on mother and father a bit more. Find out what things were like in their families of origin. See if there are any family patterns being carried on.

1. Session III: Date

2. Persons present: Jim, Mary, Bill, Sue, Sally and Steve. Terry came in for the last 20 minutes of the session.

3. Summary of Session: We began this session by asking the parents to give us an idea of how things were in their family of origins. How it was growing up, with their brothers, sisters, etc.

Mary began. Her mother was married twice, 1st husband died, Mary has one older brother from that marriage. Mother remarried had two more children. Mary is the oldest and has one younger brother. Mary's father died when she was five. He died in WWII. She said she has a good relationship with her mother and younger brother. The older brother is 14 years older and Mary doesn't ever see him.

Jim's father is recent immigrant (20th century) from Holland. He lived on a farm in Minnesota first, but couldn't make a living so moved to Chicago. Both Mary and Jim are from Chicago.

Jim's father had an industrial accident and he moved to Wisconsin. Jim used to help his father with his truck farm when he and Mary were first married. Mary said he spent most of his time doing that, until she put her foot down and they moved a bit farther away.

Jim told us about the terrible stomach problem he had when driving a truck in the city. He had a ruptured ulcer. He had that taken care of. About that time his father asked him to come to Wisconsin. He helped on the farm and they shared the milk checks. Jim got an FHA loan and bought part of his father's farm and rented another farm. The rent on the other farm went up and so Jim got another FHA loan to buy this farm. The FHA people asked him to take a $_____ farm but Jim didn't want to get that far into debt. So he got the one for $_____. He told us all about the money problem involved with starting out on a farm.

His relationship with his mother and father is strained because of this money problem - they still owe them some money. Also, the paternal parents like to tell them what to do and come around alot. Mary has alot of bad feelings about her mother-in-law especially. The mother-in-law is often judgmental and critical.

The money Mary makes at her job as a waitress is used for food, gas and to get things for the girls. Jim doesn't feel the children understand the money situation.

4. Analysis: Jim needs to individuate from his parents. The money is only a vehicle for control by the parents. Jim feels things will be better when they pay back the loan. We feel another vehicle will be found at that time. Jim is still tied to his parents and hasn't built a firm foundation for his own nuclear family.

When Jim was talking about the money situation Bill's eyes were looking down. He looked half guilty and half bored. We have a feeling that the money discussion is used by the parents to make Bill feel guilty. The parents have decided that Bill's juvenile delinquency is caused by lack of money - "so he just takes things" was once stated by the father.

Money equals control therefore Bill steals and gets money illegally so as not to be controlled by the parents. To Bill money equals freedom.

5. Future Interventions:
   A. Continue doing family origin histories.
   B. Point out insights:
      1. Jim and Mary are controlled so they in turn control the lives of their children.
      2. Jim is the white knight and his sister Jane is the black sheep because she married a "lazy man."
      3. Check out the money - control hypothesis with Jim and how that affects Bill.

1. Session IV: Date

2. Persons present: Jim, Mary, Terry, Bill, Sue, Sally and Steve.

3. Summary of Session: We gave the family some insights into their relations with each other - Bill's loyalty, the love we see in the family, competition between Terry and Bill, how Terry is the achiever Bill the underachiever. How Bill accepted the role the family put him in.

We explained our idea of how "money = control" in the family. How Jim is controlled by his parents and then in turn puts alot of control on his children.

Jim couldn't or wouldn't accept this. He began telling us again about the expense of running the farm. We then asked them about their values. Jim likes to reinvest all money into the farm; Mary would rather spend some on the house to have a few nice little things like curtains and throw rugs. She also would like to do things with the children and spend on them now. Jim feels it is important to invest in the farm for the future. He feels it is important to leave the $_____ farm to the children when he is gone. He feels the farm comes first. Mary feels the family, the children come first. The two boys agreed that the farm comes first.

Sue thought both were important and Sally thought the family was important. She was asked what she wanted, and she said she would like to see the house straightened up. Jim talked about his farm alot, so we asked the other family members if they felt the farm belonged to them. And everyone of them said "no".

4. Analysis: We see Jim as being the one who makes all the major decisions. We asked Mary how she felt about the farm and she said she wasn't all that crazy about it. We wonder if she would be there if Jim didn't decide to be.

   We see a lack of communication in the family - none of the family members listen to each other.

   We see two separate camps in the family - mom and the girls - vs. dad and the boys.

   We feel that perhaps the reason Bill doesn't share his feelings and thoughts is due to a fear of his father.

   We feel that Jim gets his self worth from the farm - he gets none from his relationships with his family. This is what causes him to run from the family to the farm.

5. Future Interventions: Ask about the effect Steve and his handicap has had on the family? Why don't Bill and Terry have a relationship with Steve?

   Check on homework - writing down wants.

   Process of making decisions in the family. How are decisions made?

   Investigate how money is looked at by the parents. Used for future for children (father). Used to get things now for the children (mother).

1. Session V: Date

2. Persons present: Jim, Mary, Terry, Bill, Sue, Sally and Steve.

3. Summary of Session: Dealt with how money is looked at by the mother and father. Dealt with how decisions are made. Jim makes decisions dealing with the farm - Mary makes decisions about the household and the children.

   The heat in the house was off when we got there because Jim hadn't switched the gas tanks. Mary said this is an example of what makes her angry with Jim.

We asked about their homework assignment. They said they didn't do it because they couldn't remember the point of doing it. We explained that it was a first step in opening up lines of communication. We explained the importance of making "I" statements and "I want" and "I need" statements.

We used Bill as an example of not wanting to share his feelings and thoughts. We shared our insights of him wanting to get out of the family and running away. We asked Bill what it is he is running from. Bill remained silent.

Jim told us that Bill tried living on his own with some other fellows and he had two different jobs and lost both. He said Bill couldn't make it on his own.

We gave the father the assignment of not telling Bill what to do at all and gave Bill the assignment then of taking responsibility to do the things that he knew needed to be done. We asked Bill and Jim to come to an agreement as to whether they want to do this.

We asked them if they wanted us to come back. They said "yes", We agreed to come back.

4. Analysis: Bill uses his silence as a powerful weapon. He plays a game in which he asks to be "controlled" and to be "bitched" at. This we believe is how he feels needed and loved by his family.

   We see the parents wanting Bill to change or be changed but they want to remain the same - as far as relating, decisions etc.

5. Future Interventions: We would like to spend some time with Bill alone. If possible we would like to take him for a day to Rice Lake, to have him go through the Work Evaluation Service Unit.

1. Session VI: Date

2. Persons present: Jim, Mary, Terry, Bill, Sue, Sally and Steve.

3. Summary of Session: Mary told of a problem she is having with Bill. He tells her what to do - he literally orders her to get breakfast for him, for example. She said he is rude to her and the other family members. He picks on the younger children, and has something to say about all family situations. Jim said he has a big mouth. Another example Mary gave was a situation when she asked Jim what he and Bill were going to do that day, and Bill said very nastily "we aren't taking you anywhere today." She also said he seems to be more cross since beginning family therapy. We asked them what made them put Bill in such an important position as to allow him the ability to disrupt the family harmony. They couldn't answer. They feel if Bill is gone things will be more peaceful in the family. We tried to explain that when Bill gets angry during the session or at other times he is gunny sacking his feelings and emotions, and consequently dumps his emotions mostly on Mary at other times. Mary is a safe person to dump on because she will love him and accept him no matter what he does. We asked Mary to try and share her feelings with him at those

times rather than losing her temper at him.

We asked Bill to share his feelings about the situation and he remained silent. We asked him what he wanted from the family and he remained silent.

Mary said he did express an interest in the vocational evaluation trailer that we told him about, especially the small engine sample. We asked if he would like to go with us on Friday and he didn't answer. We told him we would be there to pick him up, if he wants to go he should be ready at 9:00. Mary also expressed a desire to go through the evaluation trailer.

We then talked about the family's financial stress. Jim told us that he realized he couldn't go through another winter of low milk prices and having to feed (which he needs to purchase) his cattle. He mentioned selling his stock and turning his farm into crops to be sold. Mary feels this would be a good idea, to try and get the bills paid so that bill collectors quit coming to the door. Jim also mentioned the possibility of selling one of his other farms.

4. Analysis: Bill is still seen as the problem by the family. We see his anger as a result of the frustration of knowing he needs to make changes but feeling that it is only his responsibility to change and not the rest of the family. The rest of the family feels they do not need to make changes. Bill feels helpless and is afraid and he lashes out in anger and sarcasim, especially toward his mother who isn't as powerfull as his father. She is the most vulnerable to be hooked into his game. He knows he can get her angry.

   We see Jim and Mary running their family as a military camp. Orders come from the top without respect for their children as people. They love their children but also give their children "I don't count feelings."

5. Future Interventions: We will try some individual therapy with Bill when we pick him up to take him to Rice Lake. We will also repeat our insights again about the family's need to make changes in how they treat Bill and each other if they expect him to change. Jim and Mary seem to feel that they are not a part of Bill's problem. Until we get them to that realization we are at an impasse. We would like to do some counseling with just Mary and Jim without the rest of the family.

1. Session VII: Date

2. Persons present: Jim, Mary and Bill

3. Summary of Session: We had arranged to take Bill to Rice Lake for an introduction to the Work Evaluation Service Unit. When we arrived at the home Bill was ready to go and Mary asked if she could go along. We took them to the Evaluation Center where Mary worked on the office work sample and Bill worked on the small engine work sample.

   While at lunch Bill told us he would like to take auto mechanics classes. Mary said she would like to take classes to be a clerk-typist but said she could go to school only part-time since she has to keep her job as a waitress.

   We took Bill to see the Adult Basic Education classroom. He was not interested in basic education at this point. He told the work evaluator earlier that one of the reasons he dropped out of high school was because he can not read.

4. Analysis: We think it is fine that Mary is interested in going to school and wanting to try work samples but our gut reaction is that she came with us to keep an eye on Bill and to encourage him to go back to school. This was documented by the situation that took place outside of the VTAE counselor's office when Mary began to lecture Bill about the importance of an education for his future. We feel that Bill is already aware of this importance and is turned off by Mary's lectures. Bill, we believe, is afraid of school, he is afraid of failure again.

5. Future Interventions: We asked to meet with Mary and Jim alone. We would like to take Bill for some more evaluation in the future preferably without Mary.

1. Session VIII: Date

2. Persons present: Jim, Mary, Bill, Sue, Sally and Steve.

3. Summary of Session: We asked the family for their impression as to what had taken place since they began working with us. We then explained the family dynamics and insights that we have observed in their family. We asked them to consider our insights and to consider their commitment to work and change some ways of operation in the family.

4. Analysis: We see Terry's refusal to come to the counseling session as another indication that the young man with the problem in the family isn't Bill so much as it is Terry.

Jim talked about how hard it is to get Terry and Bill to do things for him. We see this as a significant change. Before Bill was the bad one, now both boys are seen in an "equal light" by the father.

We feel the family is reluctant to change. We feel that they will not be able to admit to themselves that what they are doing and how they are relating to each other is emotionally damaging. Each of them takes a stubborn stand and refuses to budget an inch.

We do not see the mother and father cooperating and feel that until they can work together, the other family members won't be able to work with them either.

We feel the family does not have a good understanding of Bill's school problem. The father thinks he has to learn to read and all things will fall into place. Bill's emotional problems have not been taken into consideration by the school system or by his parents.

The school psychologist's report says Bill is a border line educable, however, his test scores are not consistent, he was put into a special classroom in high school where he was one of the oldest students. Mary said he had 3 hours of reading, phy ed. and then 3 more hours of reading -- at this point Bill dropped out of school.

The parents seem to be either too good to their children (ex. giving them material things - snow mobile, car) or are hostile to the children and are very controlling. (ex. giving them orders without taking feelings into consideration, or without getting input from the children when decisions are made.)

5. Future Interventions: We will check with the family to see if they want to continue counseling. We asked them to think about their commitment to working and to talk it over as a family.

1. Session IV: Date

2. Persons present: Jim, Mary, Bill, Sue, Sally and Steve.

3. Summary of Session: We asked what their decisions were regarding whether they want to work at making some changes in how they relate to each other. They said they want to work some more. Jim said he wants us to come back that he feels counseling is doing some good. Mary said part of her wants counseling and part doesn't. She feels she isn't going to get any cooperation in making changes. Sue said she wants us to come back. Sally said she wasn't sure, part yes and part no. We agreed to come back and see Jim and Mary separately for a couple of sessions and then get the whole family involved again.

We also asked Bill if he wanted to go to the Evaluation Unit in Rice Lake again to try his hand at some more work samples.

4. Analysis: We feel Mary is afraid of putting out an effort if she isn't going to get some respect and cooperation in return. She doesn't want to be hurt, and feels she will be if she trys and no one else does. Again this is an indication of her over responsibility for the other family members. She needs to begin to ask for things for herself.

5. Future Interventions: Point out the family's passive/aggression; that is point out their passive ways of fighting each other.

1. Session X: Date

2. Person present: Bill

3. Summary of Session: We took Bill to the Work Evaluation Service Unit in Rice Lake. We left him there and returned in the afternoon for a conference with the work evaluator. The work evaluator told Bill about DVR and the possibility of further evaluation at UW-Stout.

   We were impressed with Bill's attitude toward us and the work evaluator today. When we arrived at his home he had finished bathing and was dressing. He had on all clean clothes - a really big change from his usual farm clothes. Also he talked to us on the way over to Rice Lake and enroute home again. He initiated conversation about work on the farm - especially about the lumbering they do. Bill also talked about the kinds of cars he would like someday.

4. Future Interventions: We asked the Home Management Specialist with the Barron County Project to contact DVR in Eau Claire to ascertain the possibilities of Bill's eligibility for help through that avenue.

   We will continue working with the total family after some sessions with the mother and father alone.

1. Session XI: Date

2. Persons present: Jim and Mary.

3. We asked each of them how they saw their relationship and what they felt could be improved. Mary talked about her hurts and hopelessness. How she feels rejected. Jim also spoke of feeling rejected and how he is hurt.

   We asked how they handle their anger. Mary said she yells and screams at Jim. Jim said when things get hot under the collar he leaves and walks away.

   We explained how they take out their aggression on each other passively. Like when Jim lets Mary be cold in the house when he doesn't connect the gas tanks to the house. Or when he cleans the barn before taking her some place even when he knows she wants to go first. Mary in turn doesn't go places with him to get back at him. We also told them that they take out their aggression for each other through their children, especially Bill.

We asked about their family rule of not showing hurt, not showing tears. They said they usually don't. Mary said she has been allowing herself to cry more lately.

Mary said she felt that Jim puts the farm and the cows first and she and the children second. She was able to document this with a recent example - the one of cleaning the barn first before taking her to town to pick up a check. Mary is also hurt when Jim goes down to the tavern and drinks when she doesn't have food on the table for the kids. She also gets angry with him when there are things to be done and he just sits around in the house.

Jim has feelings of rejection when Mary doesn't want to go to certain places with him and when she doesn't help in the decision making process.

We gave them the homework assignment of going out on a "date".

4. Analysis: Our feelings that Jim and Mary's relationship is poor were confirmed. Our feeling is that they need to re-fall in love with each other and rekindle their relationship.

   They need to learn how to fight and communicate fairly in order to take away the power of hurting each other in covert ways.

   We feel that they are aware now that it is their problem and they are the "key" to how the whole family relates. We feel that they know that they have to re-negotiate their relationship. The question is: What do they want in their relationship.

5. Future Interventions: Continue working on their relationship and re-establishing that relationship. Work on improving their communication skills. Further exploration of their passive aggression - especially how the surroundings in the home reflect this hostility.

1. Session XII: Date

2. Persons present: Jim and Mary

3. Summary of Sessions: We asked about their homework: Jim asked Mary to go out with him and she had sinus headaches or didn't feel like it each time. Talked some more about the farm and what it is doing to their relationship. Mary said she had been very depressed. We asked her why she stays with Jim, she said because of Steve. We asked Jim if the farm was worth all the pain he is

putting his family through. He thought it was in terms of the future - he wasn't sure about what it is causing in the present. We asked each of them to make lists of what they want from each other and what they want from life. We pointed out their lack of cooperation - again, and how that is passive aggression on each of their parts. We asked them to try to go out on a date again.

4. Analysis: Mary seems to have lost a great deal of her love for Jim and for herself, for putting up with the frustrating misery for so long.

   They still aren't ready to make a mutual negotiation. They still are each in their separate corners not willing to budge an inch.

   We did see some non-verbal signs that there are some changes being made. The house was picked-up (neater than in the past), the house appeared to be a bit cleaner. Both Mary and Jim were there and ready to go for the session - this was something new. Usually we have to wait for them.

5. Future Interventions: Work on getting them to talk about and negotiate the major wants and wishes that they each have. The homework (of the lists) would be a major step in that direction.

1. Session XIII: Date

2. Persons present: Bill, Sally and Sue.

3. Summary of Session: We were to meet Jim and Mary at home. They were not there. Bill met us outside - he was coming in from the barn. He said that he had been to the Barron Court and was sentenced to one year of probation.

   Mary left a note for us. She asked for our telephone number and said she wanted to see us alone sometime.

1. Session XIV: Date

2. Person present: Mary

3. Summary of Session: Mary said she has been doing alot of thinking since our last session with her and Jim. She said she has been very hurt by Jim, for so long that she doesn't think she can love him again. She said they have not had a sexual relationship for over a year - because she doesn't want to. She said she doesn't like having him around her anymore. She said she bitches at him alot. She said her fear of making it on her own is holding her back. She doesn't have a driver's license and this frightens her.

   Mary is frightened of being on her own but she just can't stand the thought of going through another winter of being cold and not having enough to eat. She said Jim puts everything into his farm and he still isn't getting ahead. He didn't get his cows breed at the right time and they haven't had a milk check since last November. He doesn't mend the fences and the cows get into his crops.

We pointed out that the indecision is hurting her and the kids. She said she knows that. The little girls have been fighting with each other alot.

She said Jim told her he would sell the cows and get a job but so far he hasn't.

He took her and the girls skating and he complained about the money. She wanted to take one of her checks and get some tennis rackets and he told her she couldn't. She owns a house and plans to sell it. She wants the money for herself to reinvest and Jim wants it to buy a silo. She said she realized she needed to make a decision soon.

Mary told us that she talked with the man from DVR and told him that Bill had been caught shoplifting. He said they could perhaps see about getting him in school this fall - a vocational school. We said we recommended Bill for summer employment to the West Cap people.

4. Analysis: We feel Mary and Jim have been doing some thinking but both are stuck in the status quo and are afraid to make changes.

   We told Mary we would help her make that split and would see if Social Services can help in anyway if she left Jim. We feel this may give her permission to go and on the other hand may rock Jim's boat enough to get movement from him.

5. Future Interventions: We said we would be available if she calls us.

Case Study II

Overview

The family involved in this case study was seen by the team of marriage and family counselors ten times over a period of three months. The story of the family was selected to be included in this report for several reasons: (1) it demonstrates short term therapy, (2) the identified patient is a school dropout, (3) the case was difficult in terms of therapy, (4) the co-therapy team was successful with the family, and (5) the referring person was asked to stay throughout the therapy.

Presenting problem - a young girl who had dropped out of school and remained in her bedroom for the next year. leaving the house on three occasions only. The co-therapy team saw the problem as the bitter fight between the parents, using the daughter to help them fight each other. The daughter was triangled into the parents conflict and escaped by withdrawal to her bedroom.

At present, the wife is getting a divorce and the daughter is having help through a mental health clinic. Before therapy the daughter had refused to see a doctor. The wife and daughter would be termed psychotic at the time the family therapy began. The father was what is termed the aggravator in that he was the helping cause for the two women in the family going psychotic. Presently the wife is emotionally healthy and the daughter, under drugs and individual therapy, is much improved and regularly leaves the house.

CASE II

DYNAMIC FORMULATIONS

1. Session 1: Date
2. Persons present: Joe (husband), Ruth (wife), Diane (daughter), Toby (youngest son), and Sandy (referral person).
3. Presenting problem: Diane is withdrawing from reality. She has been out of the house three times in the last year. Except for meals, she spends her time in her bedroom with her little dog.
4. Summary of Session: Ruth opened the session by talking about the wonderful family they have. Later she admitted that she has a very poor relationship with Diane and Joe. Joe seemed to communicate that Ruth was the identified person. When Ruth was out of the room, Joe asked to meet with the counselors alone. Diane held an old dog during the session.

Ruth talks in circles. She said she believes in not showing or expressing one's true feelings. She had a "nervous" laugh throughout the session. She has read a lot of books on psychology. Joe said she analyzes everyone all the time.

Joe indicated that he wants counseling, Ruth was not sure and the children did not want counseling.

The TV was on all during the interview. Joe seemed to watch it and would tune into the counselors when asked a direct question. Joe had to leave the room several times; he breathed heavily several times. When Joe left to go to work, Ruth asked Diane to come out and visit with us. While Ruth was out of the room, Diane stayed with us. When Ruth came back, Diane left. Ruth served coffee and cookies.

5. Analysis: The marital relationship between Joe and Ruth seems to be a state of co-existence. Joe uses his job to escape Ruth during the day and television when he is at home. Ruth escapes from relating to Joe by analyzing herself and her family.

Diane appears to be psychotic. She passively expresses her hurt toward her mother by staying in her room. She feels that her dog is the one who accepts her for what she is. Ruth's mother died two years ago, and this seems to be a key to Diane's behavior of withdrawal; perhaps because at that time, Ruth's anxiety for her mother was directed toward Diane. Ruth's mother was over-protective of Ruth and now Ruth is over-protective of Diane.

The three brothers appear to have escaped the family through work and school. Joe and Diane seem to have a coalition against Ruth. Ruth and the two remaining sons seem to have the other coalition in the family. Diane has accepted taking all the tension away from the family problem - the poor relationship that exists between Ruth and Joe. She is triangled into relieving the tension. Ruth is very defensive with us. She has a lot of resentment and hostility. She holds in her feelings but, she projects her hurt on Diane.

6. Future Intervention: In the next session the counselors will attempt to get the family to stay for an entire session without the TV on. They will attempt to convey the idea that Diane is not the "identified person" rather the entire family system is the patient.

1. Session II: Date

2. Persons present: Joe, Ruth, Bob (second oldest son), Diane, Toby, Sandy.

3. Summary of Session: It took 45 minutes to get the family seated together. Ruth was a half hour late. While waiting for her arrival, Joe said Ruth had been diagnosed as a schizophrenic four years earlier. When Diane was taken to the hospital she too was diagnosed as a schizophrenic but, could not be admitted unless Ruth was hospitalized also.

When the family members were all present, each was asked how he or she saw the family.

4. Analysis: Ruth seemed to say the opposite of what she appears to want to say. For example - she said Joe doesn't escape the family - he works fourteen hours a day which is a good escape. She stated that she wants her family members to be individual and mature, yet she appears to mean that she wants to feel needed by them.

The other family members did not make clear statements of what they want either. Bob (the oldest son at home) appears to have taken over Joe's position. He acts like the chief of the household giving orders in a very loud voice. All these things appear to be defense mechanisms to keep people away. He is afraid of intimacy. He is rude to his mother and father in particular. The whole family's mode of communication appears to be schizophrenic - they give mixed messages and put each other in double binds. Toby appears to have escaped this situation.

5. Future Interventions: Try to stop the two techniques being used which are (1) not listening (interrupting) and (2) storytelling in which it is up to the person listening to figure out what is being said. Also note when a question is answered with a question for such signs denote passive/aggressive acts. Find out too what happened four years ago. The two boys mentioned that something had happened then but didn't say what. Try to get Joe to take a more active role in the family.

1. Session III: Date

2. Persons present: Joe, Ruth, Bob, Diane, Toby and Sandy.

3. Summary of Session: This time Bob and Toby were 45 minutes late. In the last 15 minutes we talked about what happened four years ago. Bob told us about a separation Joe and Ruth had - divorce. Ruth told about a physical fight she and Joe had.

We confronted Bob with the fact that he took over the role of the father in the family. When this was said Joe turned away from the group to look the other way. No one mentioned Ruth's hospitalization.

Diane was present for the entire hour without her dog.

4. Analysis: We see Joe as the aggravator. He does not come out with the things on his mind. When we ask him what he wants he says happiness, better communications and Diane to come out of her room. He won't share what he is thinking about his relationship with the other family members.

   We see Bob as being a bit afraid of us. This is why he is defensive with us.

   Diane appears to be playing mom's game. She knows one of the ways to fight Ruth and "get her" is to do the same thing to Ruth that Ruth has done to her (a) run away, (b) answer a question with a question or to be schizophrenic.

   Ruth keeps saying that she wants her family to leave - to be mature and independent - but she really wants just the opposite. She needs her family for she is afraid of being alone with Joe.

5. Future Interventions: Find out from Joe his version of the battle with Ruth and his version of how he saw the separation. Continue to watch for opposite meanings, answering a question with a question, and get the family to call people by name rather than saying "some people".

1. Session IV: Date

2. Persons present: Joe, Ruth, Bob, Diane and Toby.

3. Summary of session: Ruth still talked about Diane's comment of last week relative to the family having to be ruined in response to changes the family would or could make to improve relationships. She was also wondering why we agreed. We said we felt the present family system of relating had to be changed. We asked Ruth if such were frightening to her. She said, "no, that is natural." We asked Diane again how she saw her brothers; she said as friends. She also said that relating to her parents was like relating to the television.

   We took the focus off Diane and put it on Joe by asking if it was frightening to think about being alone with Ruth. He said no but thought they would be OK together. We hit him with his wishy-washy noncommittal manner of communicating. His "I don't know" and " I suppose" responses are aggravating.

   We pointed out again how their way of communicating was damaging. Specific examples - answering questions with questions, story telling etc. They all do these things. We pointed out how Ruth protects Joe, by taking the Schizo role.

4. Analysis: We feel the family is starting to think of itself as a total system, and they are all beginning to see the part they play. We feel they will need to break their "sick" way of communicating with each other. Diane appears to be still playing the game and we will need to explore and confront her with what it is that keeps her home and what keeps her from confronting her family - especially her mom and dad. Ruth keeps talking about leaving being natural - perhaps Diane feels that once she leaves she can never come back.

5. Future Interventions: Start focusing more on what they want from each other. Continue to watch for poor communication habits.

1. Session V: Date

2. Persons present: Joe, Ruth, Diane and Toby.

3. Summary of Session: Joe was still wondering about why we told him he was the aggravator. He wanted to know where we got that idea. He wanted to know about books, etc, he could read.

We asked what changes they had made this week. Ruth said Joe stuck up for her at one meal time when Toby insulted her.

We explored Diane's protection of the entire family. Ruth said Joe has a lot of protectors.

Joe told us about his family of origin. His father was very authoritarian and a dictator. The children weren't allowed to have opinions. Ruth said the father beat up all of the children except Joe. The father broke one of the older boy's back. We could understand better why Joe is the "nice" guy and doesn't say much.

We asked Diane why she stays at home. She said "well if I ever went away I would have to come back to visit". Ruth said "your older brother doesn't come to visit." We pursued what she was communicating to her children when she said that.

Ruth mentioned that she has talked with Joe about having Bob pay for his room and board. Joe said he never pursued that with Bob. We asked if it was because if Bob had to pay rent Diane would too. That if she did have to pay rent Diane would have to figure out a way to pay.

Diane was given the assignment of staying in her room all week and not to come out.

4. Analysis: We are seeing some little changes in the family. Joe thinking about his part in Ruth's and Diane's schizophrenia.

Diane baked a cake every day this week. Ruth and Joe are still not letting Diane and Bob go. Ruth implied that she would like to or might leave Joe when the kids leave. We sense that this loneliness is what Diane and Bob are protecting Joe from - like he can't make it on his own.

Toby and the older brother feel OK to leave because Diane and Bob are still home to keep things going.

5. Future Interventions: Continue discussing the possibility of room and board. Continue working on Joe's supporting Ruth and working on getting more respect for Ruth from the children.

1. Session VI: Date

2. Persons present: Joe, Ruth, Bob, Diane, Toby, and Sandy.

3. Summary of Session: We checked out whether Joe and Ruth had come to an agreement with Bob about paying rent or leaving. We explained again to Bob about the protection of Joe and Ruth. We asked Toby how come he was free to go. This led to the Family Bond Inventories which we had the family do. We discussed how we saw Joe having two wives. Ruth got emotional about this - agreeing with this insight. Joe said he never meant to give Diane that impression. Joe and Ruth then negotiated how much time Diane would have before she had to pay room and board. They agreed on two weeks. Diane was confronted by us that in two weeks the game of being schizophrenic would be over that she would be out because Ruth and Joe agreed on this. Diane said they didn't decide this Barb and Gary did. Ruth resisted the idea of putting her out also.

4. Analysis: In the final down to the wire decision of whether Diane stays or goes we feel Ruth doesn't want Diane to go. She tried to put all of the responsibility on Joe. Ruth is still afraid to meet and confront Joe.

   We feel Diane sees Joe as a husband more than as a father. Joe caused such, to get back at Ruth.

   Diane has a coalition with both her mom and dad. That's why she is in the middle. She sits between them in the sessions also. She is pulled between them.

   We feel Diane will understand that her game is over when she sees that Joe and Ruth agree that it is over.

   We see Bob having an emotional investment in having Diane stay. We feel he is having a good time giving Ruth hell for all the times she made his life unhappy when he was younger.

5. Future Interventions: Check out if Ruth and Joe want to continue to use Diane and for her to be mentally ill or are they willing to change and restructure.

1. Session VII: Date

2. Person present: Ruth

3. Summary of Session: Ruth was there alone. She said Joe told her to tell us that he has the situation in hand - which means he is going to look for an institution and a psychiatrist who will hospitalize Diane. We again told her that the reason Joe has to do that is because he is afraid. He is afraid that if he doesn't say they are crazy someone will say he is and will have him institutionalized.

   Ruth talked more about her dislikes for Joe and about her separation from him some years ago. We told Ruth that if Joe consents we would be willing to do marital therapy with her and Joe without the other family members there.

4. Analysis: We feel we hit "the nail on the head" in our analysis of this family. Joe cannot allow Diane to go and be mentally healthy. He has to protect himself by pointing the finger of craziness at others. He knows he is mentally sick also and cannot allow anyone to come too close and analyze him for fear he will be put in an institution.

5. Future Interventions: We believe we will never see this family again.

1. Session VIII: Date

2. Persons present: Joe and Ruth

3. Summary of Session: This was the first session with the marital pair alone without the other family members there. They told us about the visit they paid to the Northern Pines Guidance Clinic. They spoke with a doctor about Diane and a person from the clinic came to visit Diane at home. The doctor gave them some medicine for Diane which is tasteless and they put it in her food. This will inable doctors to talk with Diane, it will help bring her into reality again.

   Ruth said she had cried this morning for the first time in 17 years. She said she finally realized there were things about her family which indicate that it isn't such a great family afterall. Ruth had lots of museum pieces for Joe. She has had many hurts stored up for a long time.

   We asked Joe what his mom was like. He said she was a quiet woman who let her husband rule the roost. Ruth said Joe's dad beat her before they had children. Ruth said she would do nothing unless he allowed her to.

We asked each of them what they want. Ruth said she wanted Joe to live a little and to be happy. She would like to see him take a vacation.

Joe said Ruth analyzes him too much.

4. Analysis: Ruth is speaking very rationally lately. She is becoming very clear in her communication patterns. Joe has a hard time communicating. He says "I don't know alot."

We see the fact of them getting help for Diane as positive movement. Rather than institutionalization they are thinking of taking Diane to the clinic or the hospital in Cumberland for individual treatment. We feel this is also positive.

5. Future Interventions: Find out from Joe why it is hard for him to show positive feelings toward Ruth. What has she done to hurt him. Allow Ruth to get more of her museum pieces (hurts) out in the open.

1. Session IX: Date

2. Persons present: Joe and Ruth

3. Summary of Session: When Joe came into the session he appeared a bit angry and he immediately defended himself by saying that Ruth accuses him of all kinds of things but those weren't his intentions. He felt he had to take some actions because Ruth wouldn't or couldn't.

Ruth brought out more museum hurts that Joe had a part in. We asked Joe what gets in his way of listening to Ruth. Ruth said that in the social structure in which she married, a woman is suppose to be subserviant to her husband and she was, but then she couldn't cope with the outside world for she no longer had the tools to know how, and Joe didn't protect her.

Ruth spoke again of wanting to get away on a vacation for awhile. She said she would like to see Joe take a vacation too. She said the only time he stops working is to go to the hospital. We asked Joe why he is working himself and eating himself to death. He couldn't answer but he said he isn't allowed to show emotions. He's not allowed to cry because Ruth says he is wolling in self-pity then. Ruth said the last time she displayed any self-pity she was taken to a mental hospital.

As Joe left he handed us a written manuscript of feelings and observations.

4. Analysis: Ruth talks alot about being free from Joe. She appears to want a divorce. Joe appears to be hanging on to her. We would

guess the reason he doesn't want her to leave is a financial reason.

5. Future Interventions: Talk about the manuscript that Joe gave us when he left last time. Find out why Joe won't let Ruth go. Why he won't give her a divorce.

1. Session X: Date

2. Persons present: Ruth, Joe, Diane, Toby and Bob

3. Summary of Session: When we arrived at their home Ruth said she wanted us to stay for lunch. Diane was helping Ruth set the table. She talked to us and told us that she had cleaned her room and painted it with Ruth's help. She mentioned that her room was in pretty bad shape because it had not been cleaned for over a year. Ruth said Diane was playing the piano again after about two years. Diane and her father had gone fishing together several times. We asked Diane about her feelings toward seeing a psychiatrist and being on a drug to help her. Diane mentioned that she realized even when she was younger that there was something wrong.

    After lunch, Ruth began to tell Joe again about how unfair he had been to her over the years. Joe would not talk and finally got up and left. Ruth asked us if we thought she had a right to ask Joe for a divorce. She said she still had a life to lead. We said she had a right to be happy and do what she feels she should do but that decision is for her to make.

4. Analysis: This was our termination session with this family and we feel very good about the progress the family made in the ten sessions. It demonstrates that short term therapy can be effective. Diane seems to be much better; she is even considering going back to school or getting a job. Diane is still not fully recovered from being schizophrenic but is back in reality and can function independently with the help of drugs.

    We don't see Ruth and Joe staying together. Ruth is strong enough now to make her own decisions. We would say that Ruth is completely recovered from being schizophrenic. Although Joe is annoyed with us for helping Ruth get well, we feel in time he will realize that he will be happier too. Right now he sees everybody happier with exception of himself. He feels his family is falling apart. This is one of the dynamics of family therapy. When the family system is broken, the family will form a better system for all members including Joe. The dynamics of this family system caused Ruth and Diane to be schizophrenics; schizophrenia can resolve itself when the family system changes. Right now Joe does not want the system to change.